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HISTORY TAUGHT TO CHILDREN.

(A paper read by Miss JENNIE MUZZY, December 28, 1880, before the Annual Session of the Principals' Association at Madison.)

History — the life of man upon this earth of ours, from the first faint outlining of it upon the obscurity of unhistoric ages as background, down to the full glare of this present nineteenth century; history — the lives of innumerable men in thousands of centuries, in all parts of the globe,— which scholars classify into Ancient, Mediæval, and Modern, and subdivide into the history of Egypt, Chaldea, Greece, Rome, and finally of every civilized nation upon the face of the earth,—surely this is no small topic, and the perfect mastery of it, in its endless manifestations, is as hopeless a task as the counting of all the leaves upon all the trees in all creation.

If the story of man takes on such an air of complicated multiplicity as to confound the student of mature years, how can it be brought within the comprehension of the little child who stands upon the threshold of existence, and has hardly yet become familiar with the little stretch of land hemmed in by the horizon, about which is all the world to it as yet?

Is the young mind capable of an intelligent appreciation of the records of human activity, of understanding what man has been and has done? Is it possible for it to take in the significance of, and become interested in, facts such as that 2700 B. C., a civilized people flourished upon the banks of the Nile? or that the Chaldeans were proficient in Astronomy 2300 B. C.? If it *be* possible in a measure to insulate children from the possessing influence of the tangible

present, and bring them into contact and sympathy with the people of the past, by what means is it to be done, without unduly forcing their budding faculties? And if children *can* profitably be taught history, at how early an age should the instruction begin?

To these and kindred topics we invite attention:

According to the process of development commonly employed in our public schools, the child's powers of understanding history are not prematurely taxed. Up to about ten years of age, he is fed upon the dry nutriment of First, Second, and Third Readers, spelling, and a few grains of arithmetic, well overlaid with analysis.

To this regimen is added Geography with its interminable, jaw-breaking list of countries, rivers, and towns. When he has "done" the world, as embraced in two or three geographies, and has further "gone through" the rules for speaking the English language, he is, under favoring circumstances, allowed to take up United States History.

He then flounders through a forest of bewildering dates, and a mass of uninteresting details, and declares emphatically that "history is dry." He is a victim, in point of fact, of the Gradgrind theory of facts, such as, taken dry into his intellectual man, are not assimilated, and remain a burden until memory altogether eliminates them from her store. His experience creates a disrelish for anything more of the same sort; and if perchance he "finishes the book," he has no appetite for the history of other lands. As the natural sequence of our methods, a large proportion of our American citizens know little of the history of their own land, and still less of other lands.

We must, then, if candid, concede that our public schools do not make our youth conversant with the facts of history, and do not even foster enthusiasm in the line of history.

We come back to our starting point. *How shall we teach history to the children?* How can we revivify the past, and make history something more interesting than a collection of dates and statistics? How shall we go to work to improve upon our old methods?

Let me start out with this proposition,— that every youth in attendance upon our public schools, should, at the age of fourteen years, have some knowledge of the past of all historical countries, and particularly of the past of his own country, and that without ever having taken up history, or the United States History, as a study in the curriculum.

Let us see how this may be done. Let us study child nature. With

the child, "seeing is believing." He learns by what he sees and touches. He gains knowledge through his senses. The faculty of observation is very active, and memory stores up the fruits of observation. Given so much, and the child may, at a very early age, be taught the rudiments of many of the natural sciences, as has been done successfully in some schools, to my knowledge. He will appropriate this proper pabulum quite as readily and instinctively as he does his food. By judicious appeals to the intelligence through the senses, he soon arrives at conceptions of such abstract notions as color, form, numbers. Hence, the possibility of teaching a child Arithmetic.

Early in the child's schooling comes geography, and this study affords little scope for observation. The child has seen but little of the world. Gulfs, bays, peninsulas, and promontories are, in all probability, only names, and nothing more; and of distance, he has no accurate conception. His is now the task of learning the names and locations of countries, and parts unseen, unfamiliar, and hence uninteresting. The faculty of imagination must now be called into play. He must see the natural features of the earth through the eyes of some one else,—and happy is the child who sees them through the eyes of a wide-awake, clear-visioned teacher.

While geography may and often does degenerate into a tiresome memory exercise, it affords to the teacher the opportunity of giving the child his first glimpses of the world in which he lives, and of enjoying his childish wonder and curiosity as they journey on from clime to clime, and from pole to pole.

It is this second-rate study which is the entering edge of the wedge, cleaving the environing here and now, and opening up to view an ever widening outlook upon the world at large. For often the wedge fails in its mission, and permits only a kaleidoscopic view of a heterogeneous mixture of heathenish names, skirmishing around among countries, islands, cities, capes, straits, bays, and what nots.

Betweeen the study of geography and that of history, there is a strong analogy.

In geography the child must learn what *is* upon the earth, and what peoples dwell in its various portions; in history he must learn what peoples have been in various portions, and what they have done, and still less, in the latter, is any appeal to the eyes possible. The statements of history are not verified through the senses. The little geographer may have diminutive mountains, capes, etc., presented

for his edification, and in the peregrinations of his maturer years, he will behold the verification of his early instruction.

The most we can do for the young historian in that line, is to point out to him the site of Bunker Hill, or perchance the home of Washington. Again, the geographer may obtain an idea of the inhabitants of other countries by chance sights of the various foreigners who flock to our shores,— but there are no visitors from the past to illuminate the study of history; and almost the only use for eyes is in reading the records.

As in geography so in history, there is free scope for the imagination, and it must be put to the test not only for reproducing things remote and strange; but it must bridge the chasm of centuries and resuscitate strange peoples amid the peculiar surroundings of a long-buried past; and I see no reason why the juvenile imagination, by a gradually progressive process, may not be trained to perform this work easily, profitably, and enjoyably.

This training of the imagination may be begun at a very early period,—if not in the line of history, in some other; and I think the surest way to stir the imagination is to excite wonder and curiosity. A simple story of something partly within, partly without the domain of a child's experience, will engage his rapt attention. He readily apprehends the familiar, and the unfamiliar fills him with wonder. He is *curious* about this strange thing. He "wants to know," and all the data he can gather, goes to make its image.

Through these childish proclivities the teacher may provoke inquiry in almost any direction he chooses, and may exercise the imagination upon a great variety of subjects, outside the range of home-life and play, "upon things in the heaven above, the earth beneath, and the waters under the earth."

When he has gained this power of readily comprehending what is, he may begin to try his imagination upon what *has been*, upon the sequence of time and events, in other words, upon history.

Let us suppose that we are in a school room with children under ten years of age, and wish to lead their thoughts backward through the "corridors of time." We ask a bright little girl what house she lives in, and has she lived there all her life. Getting an affirmative reply to the latter, we ask if she knows who lived there before she did, and we trace the history of that house as far back as the knowledge of the children will permit, back to its building, if possible. "Then this house has not been here always?" "Were there any other houses

here before this house?" "Then this was not the first house?" "Do you know which was the first house?" "How long ago since that was built?" "What was here before that first house?" "Who lived here then, and what were they like?"

By skillful questioning, the points of interest in the local history may thus be elicited and a few hints of natural history interspersed.

Beside the information gained, those children will have formed some faint idea of the long past underlying the all-absorbing present. If I am not very much mistaken, they will be filled with wonder as they learn something of the history of the very spot of earth which they call home. Their childish imaginations will run riot through the past. They will want more facts to weave into their fancies; they will exhibit their newly found learning to father and mother, and torment them with a multiplicity of questions. After the abatement of the first wondering curiosity, there will remain a latent interest in the past, and this interest may be stimulated, and fed by the wise teacher, until the child has acquired a familiarity with the principal events, prominent characters, and characteristics of the past. This, then, is the open sesame into the domain of history.

Pique the curiosity, entice the imagination into reconstructing the past of our race, inveigle all the powers of mind into a search for the data, and cultivate a fondness for learning the story of the past.

Can we do this in our schools to-day without revolutionizing them? I believe it possible. Facts in the aggregate constitute knowledge, and knowledge is such a bulky generalization that, for convenience' sake, we have subdivided it as much as possible; although, owing to the correlation of the forces of nature, these divisions cannot be entirely independent and complete each in itself. Accordingly, our knowledge is well parceled out and distributed among numerous pigeon-holes, each labled with its proper *logy* or *graphy*, and placed in its proper position in the series.

We have a few of these pigeon-holes in our public schools, designed to be well ransacked by our youth; but, in as much as the majority of these same youth will never have an opportunity to investigate those further on in the series, is it not a part of the teacher's mission to do some dextrous jumbling, some nice mixing of contents, and to introduce topics both new and old out of the fullness of his knowledge?

Geography is honored with a pigeon-hole. Let us call up the class in this "description of the earth,"— stick closely to our pigeon-hole,

follow the text-book, make sure of the map questions; if any are unable to rattle off the brief descriptions of climate, soil, natural productions, and inhabitants *verbatim et literatim*, give the same lesson for next day, and *presto!* the thing is done. The class in geography has had its portion for the day and that without the introduction of any extraneous information.

Let us call up the class again just as it has reached Siberia in Asia. We purpose to teach some one thing of the present and one of the past. So we give them, firstly, a brief word picture of life in that land of perpetual snow and introduce them to the exiled convicts from Russia *a la* Victor Hugo.

Then for the past, we tell them how men have dug down through the snow and frozen gravel until they came upon elephants covered with woolly hair, frozen solid for centuries. Now we make them open their eyes in astonishment as we just hint at some of the changes which the earth itself has undergone. To provoke retentiveness, we will quiz them to-morrow on the lecture of to-day.

I know of no study which affords such an unlimited and legitimate field of operation to the teacher, for enriching the child's fund of information in regard to the interesting peculiarities of countries and peoples. When considering the inhabitants of any country, the story of the past may very naturally be introduced, and in this way an idea of what history is and many individual facts in history may be permanently lodged in the child's mind. To be sure, geography and history are pigeon-holed separately and that nicely too, but they are not therefore, totally independent of each other. History without geography is an impossibility,— would that the converse of this proposition held true! But, because the greater includes the less is no valid reason why the "less" should never infringe upon the "greater," or why our pupils should know the "less" perfectly and the large balance not at all. This idea, then, affords the solution to our problem, how to teach history without text-books and without interfering with the present work of our schools,— and geography, including all that it now does, with an added element of entertaining historical matter, to give it piquancy. Supposing our class is upon the map of Africa, of the parts without a record, there are items of contemporaneous interest concerning Livingstone, Stanley, the Zulus, etc.; but how is it possible to leave the river Nile without giving the class some faint idea of its romantic history? Of course no detailed account would be admissible, but tell them of its great nation flourishing over four thousand

years ago, of the pyramids and how it took two thousand men three years to bring a single stone from the quarry to the pyramid; how it cost only four dollars to bring a boy up to manhood, and if you touch upon later times there are Alexander the Great, the founder of of Alexandria, and Cleopatra, the fascinating, the last of the Ptolemies.

Asia Minor, Greece, Italy, are there not plenty of stories in their archives with which to beguile the irksomeness of geographical detail? of Cyrus, the Persian, of the seige of Troy, of the founding of Rome, what tales better adapted to impress the youthful mind?

The ground is all historic and replete with interest. The only danger is that the enthusiastic teacher might inundate the class with billows from the ocean of the past. As we study our own country more in detail, and as its history is not mythical nor very romantic, it must necessarily tax the teacher's genius to give zest to what is of itself rather prosaic. Of course, the New England States are the richest in historical lore, and the early history of each is capable of being made quite entertaining; but there is much in their Colonial History which can in no wise be intelligibly interpreted without an intimate acquaintance with trans-atlantic events. King William's war, Queen Anne's war, King George's war, the French and Indian war,— what are they but the little ripples on the margin of a troubled sea of continental politics and wonderful illustrations too, of the far-reaching effects of international disturbances? From them, also, by a skillful presentation of their causes, the child may derive a clear idea of that troublesome doctrine of the "balance of power." In connection with other portions of our country, there are stray items of interest, and there are always the Indian Mounds and the Aztecs to fall back upon.

In this plan, not much is contemplated in the line of chronology, or sequence of events. Not exact knowledge of the past as a whole, not even an outline of the past is aimed at, and dates even are not essential, except as they conjointly express relative time.

In this imbibing of information, the tiresome must be discarded, the attractive retained. The exercise should partake as little as possible of the nature of a task, and be as refreshing always as water to parched lips.

In its spontaneity lies its charm, and in the impressions produced its real excellence. While not aiming at great and immediate results, the child, under such a course, would certainly acquire more or less

familiarity with the prominent names, events, etc., occurring in the history of many countries, so that, when, in the regular order of the curriculum, he took up the study of history, it would not be "all Greek" to him, but he would continually come upon names and incidents familiar to him, which he would greet with all the cordiality of old friends. The one thing which is the great barrier to success in the study, the strangeness and complexity of it all, would thus be obviated. Dates would not be so tedious, and events, previously known, would arrange themselves in rightful sequence without great difficulty.

On the other hand, if the child completes his school education without ever having taken up the study of history, the benefit of this practice is incalculable. The small nodule of information, the crystallized product of this long-continued process of historical infiltration, would grow, I take it, much after the fashion of the geode, by continuous accretions from without. The love for history, the acquisitive habit, would still operate, and must, even under adverse circumstances, eventually result in a fair stock of knowledge, gathered from many a quarter.

You may be pleased to dub this scheme as utopian, and impracticable. You may point to the harassing machinery of city schools, to crowded schools and short recitations, to ungraded work, and to the backwoods district school, with its frequent changing of teachers. I do not claim infallibility, and admit the difficulties; and I go still further, and say there is no method, however perfect in itself, which is always and invariably practicable or advisable. But still I have faith in the underlying idea, and believe that it may be advantageously employed, in a modified form, in every school. There should be no procrustean bed for schools and classes, to destroy individuality and hamper development. It may be that time and circumstances will permit only the minimum of correlated work in the geography class. Still, almost any class might be incited to so thoroughly prepare the lesson as to recite it in five minutes, if a ten minutes' interesting story were to be the reward. And if at any time the teacher should happen to open up a rich vein of information, let the recital from the text go for that day, and take it, if need be, in review the next day. *Anything* rather than that both teacher and pupil should be bound hand and foot to the text-book. You may be sure, too, of a larger audience than the class upon the floor. If it is a district school, all in the room, both large and small, will be too deeply en-

grossed listening to the teacher's animated narrative to give much heed either to books or mischief.

I have not confined myself to United States history, for, in the work of the primary teacher, that is but one small item. The teacher who is inclusive in her system of instruction, who does not aim merely to teach this or that branch, but who sets her pupils in hot pursuit after knowledge, is the teacher who will not fail to teach something of United States history, by some adopted or original method.

As for this history in mixed and ungraded schools, it seems to me that it might well be taught in the line of general exercises. For instance, the teacher gives an outline of the life of Christopher Columbus, simplifying the story, and making it as vivacious as possible for the little ones, and placing the important items upon the board for those who can, to copy and memorize. Or, the story may be told to the little ones, and the older ones be required to write it out as an exercise in composition. Or, a certain important battle in our annals might be given out as a topic upon which all were to inform themselves; the little ones to find out the names of the contending armies and commanders, the larger boys to give the order of battle, the girls the location, causes, etc. But, as a general rule, there is nothing so interesting as life, nothing so entertaining as the story of what man has accomplished, and Carlyle declares that all "history is at bottom the history of the great men who have worked here." So we have excellent authority for making our pupils acquainted with the men of our country, who have figured conspicuously in its career. For the little children there may be special exercises in memorizing events, such as the discovery of America, the landing of the Pilgrim Fathers, the Declaration of Independence, and firing on Fort Sumter. I have no doubt any First Reader class would take great pride in learning and repeating in concert the names of the Presidents of the United States, which would save them a tiresome task in after years.

"Where there is a will, there is a way;"

and I think we may consider our proposition established, and bravely assert that every youth of fourteen should have some knowledge of general history, and particularly of the history of his own country.

The only condition remaining is that the teacher be qualified to perform this work. We have supposed that the educators of our youth are full to overflowing of those innumerable facts which go to

make up history; but, as history is not one of the essentials for a third grade certificate, we can hardly expect this to be generally the case.

I look back over my early schooling, and I do not recall a single historical fact gained from any teacher; further, I cannot call to mind a single instructor who was not the devotee of text-books. Our school was considered a good one, too. I look over my own experience as teacher of history, and find large classes of pupils averaging fourteen years of age of varying intelligence, coming to the study of the history of the world with absolutely not an atom of previous information upon the subject. The task was to them Herculean. It was like entering upon an exploration of the labyrinthine darkness and strangeness of the ancient catacombs of Rome.

You will pardon me then if I urge the necessity of a richer, more varied bill of fare for our pupils. While it is true that no fountain can rise higher than its source, and that the teacher who knows only a few text-books can teach only text-books, it is the privilege and the duty of every teacher to read and gather information from every available source wherewith to stimulate and enrich the energies of his pupils. If you have lacked early opportunities and are not yet brave enough to attempt an outline of the world's history, then by all means find access to some complete United States history, such as Bancroft's or Bryant's, become enthusiastic in that line and give your pupils a live recitation. This getting that we may give, is doubly blessed, inasmuch as it enriches him who gives quite as much as him who receives; and, though this labor of love in behalf of the rising generation may not receive due recompense in dollars and cents, we shall surely find rich reward for our toil in our own intellectual gain.

READING FOR TEACHERS.

(A paper read by JAS. T. LUNN, December 29, 1883, before the Executive Session of the Wisconsin Teachers' Association, at Madison.)

Although this is pre-eminently an age of books, newpapers, and other periodicals, it is also an age of trashy, demoralizing publications, which the tastes and economy of preceding generations little demanded. But for such reading a field has been created by the widespread ability to read, generated by our public schools, in millions whose horizon of life is bounded by their physical apetites and ex-

periences, and whose literature must, to be appreciated, rest on a physical, sensual basis, something that appeals to their yet condition of the material predominating over the intellectual life; and possibly to the uneliminated factors of savagery and lust bequeathed to us as the heredity of our uncivilized ancestry.

Varied to suit all tastes, and cheap as printed matter has now become, it is astonishing how large a portion of our populace read but little outside their local sheet, filled, as most are, with neighborhood gossip which profits little to mind or pocket, but which stimulates the inborn curiosity to know what our neighbors are doing. A large acquaintance with the homes of the average citizen creates a belief that books of any kind, and especially good books, are less generally diffused than many think they are. Thanks to the bull-dog tenacity of certain traveling agents of double-priced books, more are to be found than could be found if purchasers had been guided by their own inclinations.

Many (should we say most) of our teachers are the product of these bookless homes, and few, who are widely and intimately acquainted with the rank and file of our profession, will incur the trouble of denying or seriously caviling at the statement that most of them have read but little, and read that little ill; and what they have read has much of it been of the Indian hair-lifting, love-sick, or free-booting styles of sundry periodicals, which we will not here advertise.

The reading of such trash by these teachers, it is not for us to rashly condemn. There exists a disposition to read, a hungering to read; and the home and neighborhood stock, poor as it may be, is the only food available to gratify this craving. Of the whole range of literature and of the best authors, they are profoundly ignorant, and have no literary acquaintances to consult confidentially; and even if they should learn what is desirable and covet it, they sink in despair in view of the prices out of all ratio to their annual surplus, after providing for the absolute necessities of decent appearances, for to their retreats the glad tidings of a cheap press have not penetrated; or if they have, the news seems too good to be reliable and is disregarded.

Some teachers have parents of little education, but of much native ability and shrewdness, whose whole lives have been devoted to money getting; and their children have been educated to teach by the narrowest and nearest text-book channel that would return the investment with interest; for to them the schooling, either as pupil or as teacher, is a matter of pure dollars and cents, so that any additional

expense for literary culture or breadth of information is regarded as so much thrown away. All candid thinkers must admit that this wide-spread lack of standard reading among teachers, is a source of weakness in the instruction of our children; as much supplementary and collateral information that should accompany the text-book matter, must be derived from general reading, and if so derived and given will stimulate pupils to a like wide-spread range of books. Philanthropic efforts have been made, as witness the Chautauqua and other organizations, to inculcate the habit of systematic reading among the people generally.

The degree of success attained by these several societies depends less on converting previous non-readers to become readers, than on having a plan of operations and an organization by which to assist those hungering to read, and to stimulate others to persevere in whom the desire to read is feeble.

Interest and faith are created by outlining what to read, and the order, manner, and purpose of its doing; and are sustained by attractive selections from the varied kinds of literature.

Advantage is also taken of the human tendency for companionship and the competition resulting therefrom; and of that soft side of our natures which seeks recognition and commendation for well-doing, and is gratified by diplomas or certificates, stating what has been accomplished by those named thereon.

What is wished to be brought to your consideration is this, whether much good might not result from an organization somewhat similar, in its general features, to those alluded to, but limited in scope to the teachers of Wisconsin.

Objection is made to these others, in that they have their centers of inspiration and business too far away, and their membership too wide-spread in area, conditions, and occupations to accomplish as much for our teachers as a special organization of a more homogeneous membership, familiar leadership, and specifications of work might do.

Also, their courses include many synopses or outlines of subjects, which so far as size is concerned, may truthfully be named "Primers," but whose perusal or mastery leaves members in the intellectual primer stage, as well; and in the boiling down process, they have lost the jucy fullness necessary to enjoyment and understanding; and to the consciousness that you have all there is of the subject, and do not continually fear to be reminded of the missing links in your several works. Our course should be mainly composed of full-fledged works,

such as can be obtained in the cheap pamphlet forms now in vogue; and circulars naming the works, and where published and procurable, should be distributed to teachers; and we hesitate not to claim that where all other reading courses have secured one Wisconsin teacher, ours would secure ten.

Selections for the course should be limited in number, to from twelve to twenty of the best productions of the world's most noted authors; as, owing to lack of any international copyright, the writings of the entire foreign world, ancient and modern, are dispoiled of their choicest gems to be laid before us in pamphlet form for the price of a song; so that the entire cost of the whole of a creditable course need not exceed five dollars; and even this small sum is so distributed over three or four years, as to accommodate itself to the scantiest purse of any one fit to teach.

In counties having a public or teachers' library, even this small sum may be somewhat reduced, if books of the course can be drawn therefrom, though such reduction is not here advocated, except as a temporary economy, as it is very advisable that each reader accumulate an individual store of reading matter for review and reference, which is necessary if the mental acquisition is to be reliable and permanent; and also that this commendable literature remain as wide-spread as possible, to advertise itself to the general populace.

Though aimed mainly at our more isolated brethren of the rural districts, who are often far from good books or bookish information, this course would prove a sharp prompter to many of our graded and high school teachers; as it is safe to say that many high school, normal, college, and university graduates are practically without experence in reading; and many who have studied such condensations as Shaw's and other texts, would be well pleased to further their knowledge by perusing complete works under the auspices of a State organization.

The machinery by which to work this scheme admits considerable debate.

The central department could consist of a president and secretary, or of a board of managers, and a committee of three or five to select books for the course. The duties of the president or board should be mainly directory, stating what to do, and how, and when, with as few details devolving on them as possible. The secretary transmits orders and receives reports by counties for compilation, comparison and suggestions.

The committee to select books should place on the course none to which any member objects, and should select works touching various ages, nationalities, and styles, for which they should formulate the items needing special attention when reading.

In respect to the sub-agencies necessary to carry out this scheme, the writer hereof is much more willing to receive than to advance suggestions. The greatest difficulty is to test all this reading, to know that it has been attentively and thoroughly done, and not raced over in a slipshod manner. Whether this testing can be safely left to voluntary associations for mutual examination and official certification, is a matter of doubt. It could be done by county superintendents, assisted by graded and high school principals, though this might be taxing them too much for others.

To test the reading of one work, enough for the purposes of this plan, need take but a few minutes in a rehearsal, especially of portions designated by the examiner. Much would have to be trusted to his honor and judgment; but as little could be permanently gained by deception, and as teachers are above rather than below the average in morality, a margin may be granted for individual discrepancies, without endangering the project as a whole.

Instead of special diplomas, the ordinary teacher's certificate could be utilized to set forth the portion of the course read by the holder. This could be by an appendix having the course so sectioned in the order to be read that superintendents, by a stroke of the pen, could cancel the part unread.

The media by which to make the project known to each and every teacher throughout the length and breadth of the State, exist, ready at hand, in the JOURNAL OF EDUCATION, institutes, and superintendents.

Of what such a scheme stands in most need, to launch it into successful operation, is the patronage of this Association and of the State and county superintendents, which would secure for it respect, adherents, and stability. And should the matter go no farther than for the first two of these merely to sanction and to issue a course for teachers, and nothing farther be done by them, much reading would result and good be done.

As a matter of course, we expect to hear that the project is visionary and impracticable, and long-drawn arguments may be made in support thereof. We admit that there is a great probability of failure, but we also claim an encouraging possibility of success. The

unknown quantity needed is a sufficient number of members of this Association, and others of kindred caliber and sufficient self-sacrifice, to serve as missionaries in the enterprise.

The scheme is not an ambitious one, but intends to till a humble, obscure field.

The minimum of expense with the maximum of excellence in the course, must be steadily, unflinchingly kept in view. The mass of our teachers need a reliable, kindly hand to point out for them judicious reading of literary excellence within the limit of their means; and it is sincerely hoped that the philanthropy of this Association will devise and execute some means for carrying into effect the suggestions herein advanced.

POLITICS IN THE SCHOOLS.

It is coming to be quite generally acknowledged that the pedagogue as well as the parson, may dabble in politics, without cutting himself off from his chosen profession. Such a participation, however, has usually been conceded as a privilege, rather than urged as a duty; and the school room has been regarded as rightfully sacred against the intrusion of political questions. So far as politics means partisanship, this view of the case is clearly correct. It can hardly be expected that Republican tax-payers will very cheerfully support a school where Jeffersonianism is preached as the "eternal truth," or that their opponents will be any more self-sacrificing in promoting the dissemination of distasteful doctrines. But it is very clear that the coming voters need a better political education than can be picked up during the excitement and smoke of a bitter campaign, or from the regular perusal of a partisan newspaper. No child ought to leave the common school without having received some instruction with reference to the history of political parties, the issues upon which they have been and are divided, and the prominent arguments by which their positions are supported. All this can be accomplished without the teacher in any way compromising that freedom from partisan bias, which should always characterize him in the school room. It will be a source of surprise to many, with what avidity even young children will take hold of these questions; and it can hardly be anticipated that any community, which is not intolerably bigoted, would object on partisan grounds, to such an addition to the school curriculum. The present time seems specially favorable for

the inauguration of such a movement. The prejudices and ephemeral issues which grew out of the war are being driven from the field, and there is being manifested a quite general recognition of the necessity of more light upon the fundamental questions which are, or have been, the subject of party controversy. Public attention has been quite generally called to a new organization styling itself a "Society for Political Education," which proposes to furnish, at reduced rates, some of the best literature bearing on economic questions. Standard books are to be issued from time to time in a uniform binding, and sold in sets at considerably less than the retail price. These cannot fail to be of great service to the teacher, either in enlarging his own knowledge of political economy or in preparing some such courseof study as has been suggested. The society was organized by prominent members of the two political parties, and it may thus be anticipated that their publications will be reasonably free from partisanship. That they will be, in the main, found on the side of civil service reform, "hard money," and free trade, is to be expected, in consideration of the fact that a large majority of the most cultivated writers on political economy are agreed in supporting those principles. Certainly no class of people can render more powerful assistance in promoting such a movement, than the teachers in the public schools.

H. D. MAXSON.

SCHOOL VISITATION.

(A paper read by C. L. Harper, County Superintendent of Grant county, before the Convention of Superintendents, at Madison, December 29, 1880.)

It is a firmly established and wholesome principle in the management of human affairs that the errors and imperfections of one individual should, when others have an interest in his acts, be corrected and remedied by another. The principle is a simple one, and almost universal in its application. Governmental affairs, from the most important to the most trivial, are regulated by it. Every public official has certain restrictions placed upon his acts, and certain definite limitations placed upon his power. No branch of public service is altogether independent of other branches, or is excepted from the application of this corrective agency. The transactions of one officer must be investigated or his accounts verified by another, and every reasonable restraint is thus placed upon him in order to hedge in, as far as may be, those individual proclivities to undue freedom or license of

personal power, which result from unrestrained liberty. In commercial affairs even the same watchfulness and supervision are found necessary; and when the routine of a business is rightly ordered, every employe must expect to submit his work to the jealous inspection of interested parties. The banker knows precisely the capacity and fitness for his position of each of the various officials in his employment. The shrewd merchant knows exactly what his clerks are doing; the master mechanic inspects and directs the work of his fellow artizans; and even the farmer, generally the least business-like of men, exercises the same prerogative of watchfulness over his "hired hands." But wide-spread as is this rule in its application, an exception to its operation is not undiscoverable; and, strange as it may seem, we find a large class of public servants almost wholly without proper and adequate supervision. It is hardly necessary to say before this body, that I refer to the common school teachers of our land. But what are the causes which lead to this lack of oversight and guardianship? It is not difficult to account for these deficiencies. It is true the law has provided for a superintendency of schools in each county by a presumably competent person, who shall make it his business to supervise their workings. But this law has also combined other duties with that of supervision. Besides being a visitor of schools, he is also an examiner of teachers, and has to give much time to other collateral work; so that the time which he can apply to the personal visitation of schools and direction of school work or correction of school errors, is wholly inadequate to the demand. Yet the law has made supervision a part of his work, and has placed the same reponsibility in no other professional hands. Members of school boards would seem to be the ones specially designated for this duty; but it is a lamentable fact that they wholly, or almost wholly, neglect to discharge it; indeed, for reasons various and well known, they are not always adapted to take upon themselves the judicious direction of educational matters. The best men for taking charge of the supervision of a school are not always chosen to positions on the board, and other considerations than those scholastic are allowed to have undue weight in their selection. Carleton's "School-master's Guests" was not drawn wholly from the imagination of its writer. Patrons of the school recognize still less any obligations to pay personal attention to its management and progress, and are seldom seen in the school room, unless for the purpose of making an inquiry or entering some irate complaint. They are much oftener found at the village

store than at the school-house, and are generally much better posted on immaterial topics than on the educational progress and welfare of their children; and it certainly is surprising with what blind confidence they will intrust the mental and moral growth of their children to other hands. The consequences are that not from superintendent, local officers, nor parents, do schools and their conduct receive sufficient attention; and the evil results arising from this lack of efficient supervision are many, and, to you who best know them, are too apparent to need much exposition.

Pupils finding that school going and study are matters of secondary importance, soon lose interest in their work; the teacher grows indifferent from want of support; parents depend upon hearsay for their ideas of the condition of the school; misunderstandings arise at times; and thus the efficiency and value of the school are reduced and its influence for good very much weakened, if not wholly destroyed. A practical observer will know at once, upon going into a school, whether or not it has received the proper attention from outside parties. Frequent visitation by proper persons brightens up the school, makes the teacher alert and the pupils ambitious. Moreover, it gives a certain air of self-possession and self-control, not found in unvisited schools. The entrance of a visitor into one of the latter is an extraordinary and unlooked for event, and puts the school, for a time at least, into an excited commotion. The pupils turn their attention to him and not to their books, the teacher becomes embarrassed, and there is an unmistakable restraint and unnaturalness pervading everything, which are sometimes quite unpleasant and embarrassing to all concerned. The well-visited school possesses a business-like air which the other lacks. Pupils have a better conception of the importance of their work, and the teacher who in the presence of a visitor is much more conscious of the defects in his teaching, is stimulated to make a larger and wiser draft upon his energies and abilities. Visitation also has a reciprocally beneficial effect upon the visitor, and he is quite sure to leave the school room with a clearer idea of his duty to it, and an increased interest in educational matters. All parties concerned are thus benefited, but most of all the pupils for whose benefit the school exists. The question now presents itself as to the manner in which a consummation so devoutly to be wished, may be reached. In answer, I think that local visitation must be largely relied upon; those members of each district should be chosen to positions on its school board, who can best and most intelligently

supervise, and care must be exercised to see that they are fully awake to the importance and responsibility of their positions. Teachers, too, should be required to take measures to induce parents to visit them, and also, to use their influence to have visiting committees appointed, whose duty it would be to make frequent and informal calls. As for the superintendent, his duties in this line are very different. "Aims and process of school visiting," as the subject applies to him under the present order of things, must necessarily be quite different from the paternal care and assistance which the patrons of a school could and should exercise, but, generally speaking, do not. The limited time which the wide scope of his employments and extent of his field of labor permit him to apply to this duty, prevents him from making much more than his annual visit, which the law requires.

With from six to eight hundred applicants for certificates annually, and perhaps two hundred or more schools in his district to look after, he cannot possibly give specific and sufficient attention to each one. Under such circumstances, full and exact knowledge of the needs and management of each school, is not attainable; and every superintendent realizes how wholly inadequate are his time and opportunities to do all that he sees should be done. Yet, although he must let much go undone, which he thinks and knows ought to be done, he can accomplish a great deal which will conduce to his own efficiency and to the proper inspection and value of the schools over which he has nominal supervision.

A school usually keeps on in the even tenor of its way and under the same teacher varies but little from time to time. Hence, even a brief visit, made by one practiced in the mechanism of many schools, will usually show him its status approximately, if not exactly.

Is the discipline somewhat slack? A hundred little occurences may be noted in an hour, which will testify to the fact. Are recitations superficially and imperfectly conducted? Attention to a few of them makes painfully evident the deficiency. Does the teacher lack in energy and tact as an instructor and manager? The very pulse beat of the whole school betrays at once his short comings. The neatness or want of neatness in the room, the countenances and demeanor of pupils, the alacrity and interest with which a class recites, or even merely its going to and from the recitation benches, all these and a thousand other things are witnesses to the merits or demerits of the school. It is the duty of the superintendent to mark these things critically, to note them for future reference,

and to make and record from his observations, the most nearly accurate estimates possible, of the value and standing of the school. By this method systematically and persistently pursued, the superintendent, after a time, acquires a fund of information, which he may find invaluable in aiding him to supply the demand for teachers best suited to the schools. Moreover, he can make his observations of profit to the school and of benefit to the teacher. A private and kindly statement to the teacher of defects which may be remedied, will usually be gracefully and greatfully accepted. Advice as to the best methods of securing order and abolishing disorder, of making the discipline of the school, the gradation of its classes, and the general arrangement of work what they should be, will be listened to and adopted by the teacher who is anxious to succeed. Occasionally, the superintendent may find it judicious to make the school a short address on some point materially affecting its welfare, or conduct a recitation; but such performances are often, in my opinion, of less importance than many deem them. Attention should be given to the character and suitability of the furniture and apparatus; and where improvements are necessary and possible, they should be urged upon the district and its ward. Much additional supervision and many methods of giving assistance to those needing it, will suggest themselves, collaterally, with the general line of work I have so rudely sketched, but I leave them for others to discuss.

SELECTED.

THE LOUISIANA PURCHASE ONCE MORE.

BY ALBERT SALISBURY, A. M.

The *Journal*, has lately published articles on the Louisiana Purchase by two eminent text-book makers, each striving to defend the accuracy of his own published works. Perhaps, you may be willing to give a hearing, on the same topic, to a *layman;* one under no necessity of defending the accuracy or consistency of his past utterances, but only desirous of having the truth made manifest.

To begin at the beginning, let us notice that mere discovery never constituted a sufficient or valid basis for a national claim. Discovery must be followed by *settlement* within a reasonable time. Through

neglect of this second element, settlement, Spain failed to reap the fruits of De Soto's discovery of the Mississippi.

Another principle must also be recognized, viz.: that discovery of the mouth of a navigable river, if followed by settlement, gives the right to all the country drained by that river and its tributaries, and that only. So much for the international law of the subject.

France became possessed of the Mississippi valley in the manner and according to the principles above indicated, and gave to it the name of Louisiana. How much territory was included under this name, we may ascertain from the official utterances of the French Government. In the royal grant of Louis XIV. to Anthony Crozet, Sept. 12, 1712, the boundaries of Louisiana are specifically defined. I have the text of that grant before me. Louisiana is described as comprising the Mississippi valley to the Illinois, including the Missouri valley. In 1717 the "Illinois country" was added to Louisiana, thus making the term applicable to the whole Mississippi valley, and no more.

Between 1754 and 1763, by force of arms, England wrested from France the eastern slope of this valley, while Spain received the western slope and the island of New Orleans. That this territory, ceded to Spain in 1763, did not include a foot of land beyond the Rocky Mountains, is too evident to need argument. The French never sent an explorer of any sort to the Pacific coast, never crossed the Rocky Mountains, never formed a single establishment beyond them, nor even in their vicinity; and certainly could not sell nor give away that which they had never even pretended to possess. "Logic can no farther go."

Napoleon recovered Louisiana from Spain in 1800, by the treaty of St. Ildephonso, "with the same extent that it now has in the hands of Spain, *and that it had when France possessed it*, and such as it ought to be after the treaties subsequently entered into between Spain and other States." Certainly, no treaties entered into by Spain could *enlarge* the extent of Louisiana. Certainly, Spain never relinquished more than she received, nor could France sell to the United States in 1803 more than she recovered from Spain in 1800. The *Louisiana Purchase*, therefore, did not extend one rod beyond the western slope of the Mississippi valley, and the island of New Orleans.

After this purchase fresh boundary disputes arose between Spain and the United States, which were finally settled in 1819–21, by the Florida treaty. The United States reigned its pretensions to Texas,

and Spain its pretensions to Oregon,—a fair offset, as it cannot be said that these claims arose above the rank of pretensions in either case. But with the boundary line of 1819 we have here nothing whatever to do. The Louisiana Purchase was made in 1803, not in 1819.

The case is so plain, notwithstanding Professor Ridpath's heroic assumption of logic, that it is hardly necessary to cite authorities in support of Professor Anderson's main proposition. But let us hear what those high in authority and near to the events have to say.

1. The Marquis de Barbe Marbois, Napoleon's Minister of the Treasury, and the French negotiator in the sale of Louisiana, wrote in 1829 a *History of Louisiana*. On page 286 he says, "The shores of the western ocean were certainly not included in the cession." And again on page 290:

"The charter given by Louis XIV. to Crozet included all the countries watered by the rivers which empty directly or indirectly into the Mississippi. Within this description comes the Missouri, a river that has its sources and many of its tributary streams at a little distance from the Rocky Mountains. The first article of the treaty of cession *meant to convey nothing beyond them.*"

This, then, is the French official view. There can be no higher authority.

2. In 1803, Jan. 18, President Jefferson sent a confidential message to Congress recommending the examination of the northwestern part of America, as already belonging to the United States before the negotiations for the purchase of Louisiana were even entered upon. This was the initial step toward the expedition of Lewis and Clarke.

On August 12, of the same year, in a letter to Mr. Breckenridge, President Jefferson wrote:

"The boundary which I deem not admitting question is the highlands on the western side of the Mississippi, inclosing all its waters,—the Missouri, of course,—etc."

3. John Quincy Adams, Secretary of State, wrote officially to Minister Rush, July 22, 1823:

"The right of the United States to the Columbia River, and to the interior territory washed by its waters, rests upon its discovery from the sea and nomination by a citizen of the United States; upon its exploration to the sea, made by Captains Lewis and Clarke; upon the settlement of Astoria, made under the protection of the United States; and upon the subsequent acquisition of all the rights of Spain, the

only European power who, prior to the discovery of the river, had *any* pretensions to territorial rights on the northwest coast of America."

4. To this must be added the testimony of the work by Robert Greenhow, an official publication of the Department of State in 1845 (as quoted by Professor Anderson), and that of Major Amos Stoddard, the first American governor of Louisiana, who wrote a book called *Sketches of Louisiana*, in 1812.

Here we leave the American official view of the matter, against which there is nothing to offset except a single, unemphatic sentence in a paper by Mr. Gallatin. That the American *un*official view was the same, may be seen from the definite statements of the article, "Louisiana," in the *American Gazetteer*, of Jedediah Morse, 1804; from the map of North America, published by Abraham Bradley in the same year, 1804; and from Robertson's "Oregon," 1846.

English opinion to the same effect is found in Falconer's "Mississippi," pp. 59–62, and elsewhere. Other authorities I have noted, but I desist. Doubtless Minister-of-the-Treasury Marbois, President Jefferson, Secretary-of-State Adams, Librarian Greenhow, Governor Stoddard, *et al.*, did not foresee how their statements were to be swept aside by the broom of Professor Ridpath's inexorable "logic." They are dead, and cannot be told that "the best way to escape from a manifest error is,—to abandon it."

Why did not Professor Ridpath include them in his list of authorities? Their testimony is direct and unambiguous.—*National Journal of Education.*

CO-EDUCATION AT MICHIGAN UNIVERSITY.

PRES. J. B. ANGELL.

It is nine years since the first woman was formally admitted to this university. It is proper to say that usages in the West had fairly prepared the way for the admission of women to this institution. The idea of co-education was familiar to the public. Public opinion expressed itself, both in the legislature and otherwise, so strongly in favor of the admission of women to the university, that it was deemed wise to defer to it.

I think the opposition to receiving women was due to the fear (1) that some young men might be turned away from here; (2) that the

health of the women would suffer from the attempt to pursue a thorough course of study here; (3) that the women would not be able to master the severer studies; and (4) that embarrassments might arise from the lack of thoughtfulness and discretion on the part of some of the young men and the young women, left largely to themselves and away from home.

We have now had nine years' experience in co-education. We have had women studying in every department — the Literary or Collegiate, the Medical Schools (the Old School and the Homeopathic), the Law School, the Pharmacy School, and the Dental College. The number has risen from thirty-four in 1871 to 132 in 1879. We now have 129. We have never made a single new law or regulation in consequence of their coming.

What, now, can we say of the fears which were entertained at the outset? First, I think it possible that some young men who had thought of coming here were at first turned from us to some other college; but I cannot say that I know of any such case. Second, I think the solicitude concerning the health of the women has not proved well-founded. On the contrary, I am convinced that a young woman, coming here in fair health, devoting herself to her appointed work, not going too much into society, but living with reasonable prudence and care of herself, is quite as likely to be in good health at the time of her graduation as she would have been if she had remained at home. The regularity of the life, and the deep interest which it awakens and maintains, are manifestly conducive to mental and bodily health.

Third, there is no branch of study pursued in any of our schools in which some women have not done superior work. It was soon found that in those studies which are thought to make the most strenuous demands on the intellect, some of the women took equal rank with the best men. They have desired and have received no favors. After graduation, a fair proportion have secured positions of eminent usefulness, especially as teachers and as physicians. Some of them have been engaged in teaching the Greek and the Latin in our preparatory schools. Five of our graduates have been called to the faculty of Wellesley College.

Fourth, the relations of the sexes to each other here are those of well-bred men and well-bred women, and are not, in fact, in the least degree embarrassing to us.— *Pennsylvania School Journal.*

COMPULSORY EDUCATION.

We quote the following on this subject from a speech by Emery A. Storrs:

It is idle to point out a mischief, either in government or in morals, without in some way suggesting a remedy; and I think I am safe in saying that thoughtful men of all political parties are day by day reaching the conclusion that the State owes a duty to itself and to all its citizens to correct the evils which grow out of a large ignorant population, by its own action, and not to leave the question of the enlightenment and education of the youth of the country to the undisciplined and uncontrolled will of the parent, but to take the matter into its own hands, and by some method enforce compulsory education. The State can much better afford by taxation to pay for the education of all children within its borders, than it can afford to pay for the punishment of crimes, the direct outgrowth and result of an ignorance which the State might prevent in a great measure. A school system of which all the children in the State might not only be permitted to avail themselves, but of which all should be compelled to avail themselves, would, within the period of at least one generation, work out an improvement which no appeals to the individual pride or patriotism could possibly accomplish. There are in every community large numbers of men whom such appeals will not reach, and with whom arguments of such a character will have no force. The freedom of which we boast is not the freedom to shut our eyes against the light. The privilege of ignorance is not freedom, it is license; and genuine liberty is not license, but it is that kind of liberty so regulated by law that the citizen enjoying it is protected in all his personal rights of life and property, is compelled to respect the enjoyment of all those rights in all other citzens, and is prohibited from pursuing any course which would imperil the enjoyment of those rights in others. I think it may be safely assumed that if the State has the right to punish crime after it has once been committed, it has also the right to prevent the commission of crime altogether. If it could do this, and if the education of our people, compulsory or otherwise, can be regarded as one of the means by which the commission of crime is to be prevented, it is not only the privilege, but it is the duty which the State owes to all its law-abiding citizens to employ those means.

OFFICIAL DEPARTMENT.

Q. For how long can a teacher suspend a pupil; can he suspend him for the whole term?

A. The teacher should simply suspend, if he finds suspension necessary, and report the case to the board. (School Code, 1880 p. 57).

Q. If the board refuses to clean the school-house when necessary, can the teacher stop teaching and draw pay for the time thus lost?

A. A better course perhaps would be to clean it in some degree himself, with the aid of the pupils; still it is the duty of the board to keep the house in proper condition (Sec. 435).

Q. Should the rules made by the board, or teacher, be posted in the school room?

A. This is not now required by the statute.

Q. How would you stop the use of profane language on the school ground? when you knew that it existed, but not in your hearing?

A. By advice, by persuasion, by exciting a high moral tone in the school.

Q. Can a contract made with a minor be enforced?

A. It cannot.

Q. Should the use of by-words and slang phrases be tolerated on the school grounds?

A. In should be discouraged.

Q. If a treasurer refuses to pay a teacher's order, legally drawn and countersigned, there being money in the treasury for that purpose, what is the teacher's remedy?

A. He may sue the treasurer, or he may inform the director, who will "cause an action to be prosecuted," as provided in section 442, subdivision 3.

Q. If a board of health close the public school twice on account of diptheria, would the teachers be obliged to make up the time, in all, six weeks?

A. They would not; if found necessary to close the school, the cause of the suspension would be regarded in law probably as "the act of God," and would suspend the contracts.

Q. To whom does "his" refer, in the second line of section 453?

A. To the superintendent. See the second and the fifth lines, from the bottom, of section 451. A superintendent's district is the territory over which he has jurisdiction,— a county, a part of a county, or all of a county except such city or cities as are independent.

EDUCATIONAL MEETINGS.

STATE TEACHERS' ASSOCIATION.

Proceedings of the Executive Session held at Madison, Wis., Dec. 28, 29 and 30, 1880.

TUESDAY EVENING, Dec. 28.

The executive session of the Wisconsin Teachers' Association convened in the Senate Chamber of the Capitol, at 7:30 P. M. President I. N. Stewart in the chair.

Dr. John Bascom, President of the State University, opened the exercises with an address on "The Development of Language," after which the Association adjourned until 9 o'clock Wednesday morning.

WEDNESDAY MORNING, Dec. 29.

The Association was called to order at 9:25 by Pres. Stewart, who read a letter from Dr. J. B. Whiting, of Janesville, regretting his inability to be present this evening, to deliver the address promised by him; also, a telegram from the Colorado Teachers' Association now in session, as follows:

DENVER, COL., Dec. 28, 1880.

I. N. STEWART, *Pres. Wisconsin Teachers' Association.*

The Colorado Teachers' Association now in convention here, send Greeting. The Centennial State is alive in education.

JAS. H. BAKER, *Pres. Colorado Teachers' Association.*

Pres. W. D. Parker moved that the President of the Association be requested to respond to the telegram.

Announcements were then made by Pres. Parker, the Railway Clerk, relative to commutation rates and means of securing tickets.

The Committee on State Certificates then reported through its chairman, Supt. Viebahn, as follows:

Your committee to whom was referred a resolution declaring the law which provides for the granting of State Certificates to the graduates of colleges and other institutions whose course of study may be deemed equivalent to that in the State University, as impolitic, unjust, and contrary to the interests of our public school system, recommend its adoption for the following reasons:

1. This law confers on institutions independent of our State educational system, and managed independently of State control, functions which properly form a part of the public school system.

2. It, in effect, transfers powers heretofore properly exercised by civil authorities only, to private corporations and to ecclesiastical organizations.

3. It tends to represent in its effects many inefficient institutions, colleges only in name, to be equal to our University.

4. Its effect will be to supply our public schools with a great number of incompetent teachers, over whom the supervising school officers can exercise but little authority.

C. F. VIEBAHN,
T. F. FRAWLEY.

Prin. Auerswald moved that the report of the committee be adopted. It was seconded by Prin. Clough, after which Prof. T. C. Chamberlin presented the minority report as follows:

The minority of your committee on State Certificates beg leave to present the following propositions:

I. State Certificates of the first rank should indicate full competency to teach any and all grades of our public schools, from the Primary to the High school. The rational and recognized upper limits of the High school in our State system, being the lower limit of the State University, no one should be granted a full State Certificate who is not qualified to teach all branches required for admission to the Standard Courses of the University. It is, in our judgment, unwise, if not directly prejudicial to the best interests of our system, to grant State Certificates to parties unqualified to teach our best existing schools not only, but what is infinitely worse, incompetent to raise inferior schools to the highest grade. This is not denying the propriety of granting second or third grade Certificates.

II. The Certificate should be granted on the basis of *pure merit alone*. It is of little consequence *where* or *how* the qualifications were attained. It is only important that they be possessed.

III. In our judgment, the State Certificates should be in no wise dependent on other certificates or diplomas. If these diplomas are of any value, let them be presented on their own merits, and not in the form of a second edition, styled State Certificates. Conversely, a State Certificate should rest on its own inherent qualities, and not derive sanction or borrow luster from the diplomas of institutions of learning. A State Certificate should represent a certain, definite, specific truth,—nothing more, nor anything less.

IV. If it is thought advisable to exempt from repeated examinations the graduates of the Normal Schools, Colleges, and Universities, let exemption papers be granted, and be so called; but not confused with the fruits of examinations.

V. If it is thought advisable to grant exemption papers on the basis of diplomas, let it be done on the ground of the actual merit of the diploma, without favoritism or partizanship. It is beneath the dignity of a State to make any distinctions other than those of simple excellence.

Respectfully submitted,

T. C. CHAMBERLIN.

Mr. Wooster moved that the minority report be substituted for the report of the committee. This was seconded by Mr. Westcott. Discussion followed participated in by Regent Chandler, who supported the minority report, but thought the whole plan of State Certificates needed reorganizing. Prof. Chamberlin opposed the majority report of the committee, as he deemed it to make invidious distinctions. If the State University diplomas were countersigned, those of other institutions whose course was fully and fairly equivalent should be countersigned. Supt. Viebahn believed that State Certificates should be issued upon the merit of the applicant, as ascertained by competitive examinations. But as he thought this could not be secured at once, he thought it better to take the step indicated in his report. Supt. Gray concurred in this view.

Asst. Supt. Pradt considered the whole matter chaotic; Mr. Chandler con-

curred, and urged that the matter be reorganized by having a *system* of State Certificates corresponding to the grade of schools taught.

Mr. Rockwood thought school boards the most completely autocratic bodies in existence. The State Certificate was wholly at their mercy. State Supt. Whitford remarked that he had foreseen these difficulties, when each successive step in the legislation on this subject was taken, and that he had given the note of warning. He stated that the courses in five of the Colleges of the State had been deemed by himself equivalent to those of the State University, viz.; Beloit, Milton, Ripon, Lawrence University, and Racine College. To only graduates of the first four had he granted State Certificates by countersigning their diplomas. He had received no complaints from school superintendents, school boards, or other teachers, of evil effects arising from this law. He had used every precaution necessary to satisfy himself of the fitness, in ability to teach and in moral character, of each person whose diploma he had countersigned.

President Bascom thought, as no evil effects had been observed, and as the legislation upon the subject was recent, that the law had better be given a fair trial.

The subject was further discussed by Supt. Lunn, Pres. Albee, Supt. Buell, Supt. Neill, and Prin. Anderson.

Prin. Westcott moved that the whole subject be recommitted, with instructions to report in a form for future action of this body, looking towards memorializing the legislature for the enacting of laws representing the views of the Association on this subject. Seconded by Prin. Sprague. The motion was lost.

After re-reading the minority report, the discussion was resumed, when the motion to substitute was adopted by a vote of 26 to 19.

The original motion was then carried by a vote of 23 to 20.

A recess of ten minutes was taken, when Supt. Lunn read a paper on "A course of Reading for Teachers," which was discussed by Pres. Albee and Prin. Sprague, advocating some action of the Association on the subject.

Prin. Wiswall presented, and Prin. Sprague seconded, the motion that a committee of five be appointed to prepare a report on this subject to be submitted to the Association at the evening meeting. Carried. The Chair appointed as such committee Supt. Lunn, Messrs. E. C. Wiswall, E. R. Smith, W. E. Anderson, and L. C. Wooster.

Association adjourned to meet at 7:30 o'clock P. M.

EVENING SESSION.

Association called to order at 7:50, when further announcements were made by the Railway Clerk relative to commutation rates.

The committee appointed at the close of the morning session reported through Prin. Smith, as follows:

Your committee to whom was referred the paper on "Course of Reading for Teachers," would recommend that a committee be appointed to prepare as soon as possible, a list of books for the purposes set forth in the paper.

That the said list shall consist of books obtainable in cheap form, price not to exceed twenty-five cents per volume,— and that the price and names of publishers be given.

That said list be published in the WISCONSIN JOURNAL OF EDUCATION, and be further brought to the notice of the teachers by the county superintendents.

And that the county superintendents be recommended to indicate the extent of each teacher's reading in said course, by an appendix to his certificate.

J. T. LUNN,
E. C. WISWALL,
E. R. SMITH,
WM. E. ANDERSON,
L. C. WOOSTER,
Committee.

Mr. Walsh moved that the report be adopted; seconded by Supt. Neill.

Prin. Sprague moved as an amendment that the clause relating to price be stricken out, which motion prevailed.

Discussion ensued, part being taken in the discussion by Prin. Marsh, Prin. Smith, Regent Chandler, Mr. Thayer, Prin. Sprague, and Pres. Albee,—Regent Chandler taking ground against the latter part of the resolutions moved, to amend the resolution so that it would read as follows: "That the county superintendents be recommended to report annually to this committee the amount of reading done by the teachers, under this course." The amendment was adopted, after which the motion to adopt the report prevailed.

Mr. Walsh moved that a committee of five be appointed to take such action as will represent the sentiment of this Association, shown in the adoption of the report on State Certificates this morning, and to present the matter in proper form at the summer session next ensuing.

The motion was seconded by Prin. Schmidt; and on motion of Prin. Beach, it was laid on the table until Thursday morning.

The next subject on the programme was then taken up,—Prin. W. E. Anderson reading a paper on "School Discipline; its Objects and Methods."

There being no discussion, and the paper on State Tax, assigned for Thursday morning, not being ready, the Report of the Committee on Normal Schools was submitted through its Chairman, State Supt. Whitford.

Report of the Committee on Normal Schools.

Your Committee would respectfully report that they endorse the views on the subject of the Normal School system, presented by the former President of the Association in his address at the last Annual Meeting. He directs special attention to the ability, imparted under this system, to organize and instruct the elementary schools. The utility of this work he defends upon the principle that acquiring the art of teaching solely through experience in the school room is exceedingly wasteful. He forcibly says, "There is no economy in learning how to teach school at the expense of the correct progress of pupils and classes. The training and methods imparted in these Normal Schools are the most economical features of our system."

The fact is undeniable that the graduates of such schools have acquired the better methods of imparting instruction and of maintaining discipline in the work of teaching. It is the observation of one member of the Committee, who has served as County Superintendent for several years, that teachers, after having attended our Normal Schools, fill their positions, especially as managers, with much better skill than they did previously. Our institute conductors state that

of the teachers coming under their instruction, those who have been trained in our Normal Schools usually have, as we should expect, the clearest insight into the most useful methods of school management and drill in the elementary studies. It is widely recognized that there is a great saving in the operation of some well-defined forces in our public school system, arising from the ability of the graduates of the Normal Schools to organize their schools more readily and more efficiently; to conduct the recitations of the classes more skillfully and with a clearer discernment of the ends to be reached; to impart more definite instruction in the common branches; and to advance their pupils more rapidly and with a surer foot-hold in their school work.

In additton to this result, our Normal Schools are leading very many teachers and school managers to the conviction that a large portion of our former methods of school keeping are artificial, clumsy, unphilosophical, deadening to the child's mind, and productive of the deplorable deficiencies in the elementary education of vast numbers of the common school pupils in this country. A great need in this State is more supervising officers specially trained to see the absurdities in the old management of schools, and to apply to the control of these schools the established principles of the more recent and improved ways of teaching. Our Normal Schools are meeting, in part, this recognized want; and are doing this as efficiently as their present equipment will allow.

We notice with positive satisfaction that these schools are introducing evident improvements into their management, and are conforming more closely, in each year's experience, with the fundamental law of their existence. The experiment with the Kindergarten instruction shows a willingness to advance in a possible line of modification in the primary work. The increase in the amount of trial teaching of the Normal pupils, under the special instruction of expert teachers, and the greater importance attached to such drill in model exercises, are evidences of gratifying progress. A more critical test of the efficiency of the class work in these schools is applied in the more extended and searching examination of the graduates at the close of each year. The time for the completion of the elementary course has been lengthened a half year. Additional inducements for retaining the tried and successful members of the faculties have been adopted in the gradation of the salaries of these members on their term of service. There seems to be a growing tendency to induct the pupils into a clear comprehension of the fundamental conditions of the best school work, as found in the operations of the human mind, and as established in the history of pedagogic science.

There are suggested to your Committee such inquiries as the following, in reference to the future management of our Normal Schools:

Is it not a mistake to continue the shorter course of study, with the granting of a mere certificate of limited privileges at the close? The demand of these schools themselves to lengthen this course for a half year, the constant efforts made to induce most of those who finish the course to remain a longer time in the schools, and the association of these by the public with the graduates at the end of the four years' work, would appear to require a speedy affirmative answer to this question. If the efficiency of the instruction in our high schools and academies is such as to permit the State University to relegate

its preparatory work to others, cannot the Normal Schools do the same with a large share of what is termed "their academic work?" Would not such a procedure be in the interest of economy in the management of these schools? Would it not stimulate the high schools to furnish more thorough instruction in both the common and secondary branches? And would it not emphasize and strengthen the mere professional teaching in the Normal Schools, and thus place them more fully upon the basis which determined, in the beginning, their organization?

As collateral with the subject assigned to the Committee, they would suggest that the high schools of the State could aid materially in the preliminary and elementary training of teachers for the district schools. Of all schools they have the greater opportunity for this work. While not a tithe of our teachers in the public schools receive any instruction in the Normal schools, nearly one-half of them have attended the high schools. In the latter schools, without any material change in their organization, and with no attendant disadvantages in the instruction, the work of the school might be conducted for the pupils who intend to teach with somewhat special reference to their needs. There could be used some extra effort in directing the attention of such pupils to the methods employed in the school; occasional, if not regular, recitations and lectures in school economy could be given; and the experience of these pupils in practical teaching in the lower departments connected with the high school, and under the immediate guidance and criticism of the principal, could be furnished with peculiar advantage. To fill the responsible position of the principal who performs this work, already our Normal schools supply some of the necessary qualifications, through their four years' course of training. But the State University should be called more fully into this service. Its more extended education, and more general fund of experience acquired by its graduates, should be further utilized in our high schools. Here should be applied more completely the faculty of originality on the part of the teacher, and the philosophical ideas of school instruction and discipline, gained in the University training. To its graduates now employed in charge of high schools, should be added those who have been specially instructed in the principles and methods of teaching. There is an imperative demand for the establishment of a department of didactics in the State University. This would place it in such relations to the lower schools as are now sustained by some of the Universities of Germany and of a few States in the Union. The obligation to meet this demand should at once be discharged.

Respectfully submitted,

W. C. WHITFORD,
W. G. CLOUGH,
JAS. T. LUNN,
Committee.

On motion of Prin. Walsh, seconded by Supt. Lunn, the report was adopted as the sense of the Association.

Prof. Chamberlin, from the Committee on Colleges, asked that said Committee be relieved from reporting, as he was the only member present. On motion duly made and seconded, leave was granted.

The Association then adjourned until 9 o'clock Thursday morning.

THURSDAY MORNING, Dec. 30.

Association convened at 9:30 o'clock, the following telegram was read:

DES MOINES, Iowa, Dec. 29, 1880.

I. N. Stewart, Pres. Wisconsin Teachers' Association:

The Hawkeye to the Badger State,—Greeting! May your meeting be successful in devising liberal things for the cause of education.

R. G. SANDERSON,
Pres. Iowa Teachers' Association.

On motion of Mr. Walsh, the President was requested to respond in behalf of the Association.

The committee on Course of Reading was announced as follows:

Pres. Geo. S. Albee, Supt. J. T. Lunn, Supt. Jas. McAlister, Supt. D. A. Morgan, and Supt. Agnes Hosford.

The subject made the special order for this morning was then taken up; and on motion of Prin. Marsh, it was undefinitely postponed.

Supt. Neill introduced the following resolution:

Resolved, That the State Superintendent present to the State Legislature the necessity of providing each school-district in the State with a copy of Lunn's Register, for the purpose of keeping the records of such schools.

The motion to adopt this resolution was seconded by Supt. Buell. Supt. Lunn demurred, on the ground that the Register was already winning unexpected success, while this measure might have a tendency to arouse opposition, and retard its progress under the plea of monopoly.

Supt. Neill urged the passage of the resolution, because he deemed it necessary towards securing the introduction of the graded course for country schools.

Supt. Buell considered its passage a necessity. He could not see that the force of the argument against it as a monopoly would inhere, as the State had already put itself on record in furnishing Webster's Dictionary.

Prin. Marsh opposed the resolution.

Supt. Barker favored the resolution because the Register had already the official sanction of the State Superintendent, according to law. Resolution was adopted.

The paper on "State Tax for our Public Schools," was read by State Supt. Whitford.

Supt. Fowler was afraid that indifferent districts would simply deduct the amount expected from the tax, and it would not for this reason increase the efficiency of schools in such districts.

Regent Chandler cited instances in which a State tax would work to a disadvantage. He thought the apportionment should be based on actual attendance. While he admitted that many inequalities under the present system do exist, he considered that many were apparent, rather than real.

State Supt. Whitford replied by reciting instances where manifest injustice was now done.

Pres. Albee inquired whether any State that had adopted the plan of a State tax, had ever abandoned it?

Supt. Whitford replied negatively.

Pres. Albee thought that such a measure would meet the opposition of the wealthier portions of the State. He thought the apportionment should be one-half on actual attendance and the other half on the ratio of taxation.

On motion of Regent Chandler and second of Pres. Albee, Supt. Whitford was requested to publish the paper in the Wisconsin JOURNAL OF EDUCATION, that the matter be more fully brought before the teachers of the State.

Pres. Albee announced that Pres. Parker was compelled to leave before the close of session, and that he had requested him to grant certificates to all in need, who were entitled to them.

Prof. W. S. Johnson presented a paper on "Drawing in the Common Schools," with illustrations.

Prin. Anderson considered the work a just representation of what may be done in drawing,— but thinks one of the highest claims to be the use of instruments. In the arts and industries, exact measurements are demanded, but are hard to secure. Free-hand drawing teaches the use of the hand and the eye, but this particular culture of the hand in using instruments should not be neglected.

Supt. R. W. Burton moved that the paper be furnished the Wisconsin JOURNAL OF EDUCATION for publication. Carried.

The discussion on "Teaching Languages in our Graded Schools," was opened by Prin. Clough. He said a Language is to be taught synthetically and analytically. The synthetic method is to be used in the lower grades and is to be supplemented later by the analytic.

To secure confidence and remove restraint, language should be taught orally, in the lowest grade, by a system of questioning. None but familiar subjects should be selected, as a clear conception must precede accurate expression.

As soon as acquainted with script, the pupil should write the work, but only after repeating the same orally. As the child proceedes, questioning should become less; and, later, the child should be asked to tell some story or describe some object to himself, *i. e.*, compose his work. This work can be varied by the child's writing or repeating what he has read or what he has heard the teacher read or relate. This is essentially the whole of the synthetic method. The principles and forms of grammar should be taught by oral language lessons. The methods of instruction should be used by the teacher in directing the child to arrange, compare, and generalize. In the higher grades, the work of analysis should become more and more prominent, till in the high school all available methods should be employed to test, correct, improve, and advance the work of the previous years.

Prin. Anderson thought as in drawing so in teaching language, "the way to teach language is to use language."

He discards all formal methods of analysis or synthesis. He first gets his class to *talk*, as the starting point.

Mr. C. C. Crawl, of Harvard, Illinois, outlined his methods.

Pres. Albee, on behalf of the committee on "The Practical in Education," asked an extension of time until the summer session, in which to report. Granted.

Supt. Viebahn then submitted the following report:

Your committee on School Supervision report as follows:

1. School Supervision should be intelligent, authoritative, and frequent; intelligent, to discriminate between efficient and unefficient teaching; authorative, to be able to remedy defects; and frequent, to exert sufficient vigilance.

2. While intelligent and authoritative, supervision can be obtained through a proper system of county superintendency, frequent inspection must always depend on *local* supervision. The local school officers should, however, to some extent, act under the direction of the county superintendent, and report to him such facts ascertained by visitation as he may require.

3. The supervision exercised by county superintendents, is generally neither as intelligent nor as authoritative as it ought to be, or as it could be.

4. The county supervision is generally not sufficiently intelligent, because there is too little inducement for an experienced and able educator to desire the office of county superintendent. This office is too much involved in petty politics; its occupancy too impermanent, and its remuneration too inadequate, to bring into it teachers that have acquired a reputation. Another circumstance stands in the way for securing efficiency. This is the provision that county superintendents are elected at the general election in November. A successful principal can easily secure a situation as such, if he is without one, before the first of September; but if he desires the position of county superintendent, he must wait for party caucuses and party conventions, and finally until the fall election, when it is decided whether he can have the position he seeks or none at all, for the ensuing year. Will not a prudent principal prefer to keep his position than seek the superintendency?

5. The county supervision is not sufficiently authoritative. About the only special authority possessed by the county superintendent is that of granting, refusing, and annulling certificates. A poor teacher with a certificate is effectually beyond his control.

6. The county superintendent should be elected in the spring, at the same time as county judges are elected, and for the same term,—four years.

7. Only persons who hold at least a first grade county certificate, and who have at least two years' experience in teaching during the five years immediately preceding the election, should be eligible as county superintendents.

8. With the advice of the respective teachers, and the consent of the respective school boards, the county superintendent should make all needful rules and regulations, for the management and government of the schools under his supervision.

Respectfully submitted,

C. F. VIEBAHN,
J. HOWITT,
Committee.

On motion of Supt. Lunn and second of Mr. Harper, the report was adopted.

Prin. E. R. Smith presented the following resolution and moved its adoption:

"*Resolved*, That the State Superintendent be requested to publish in his next Annual Report and in the JOURNAL OF EDUCATION, the names of all persons holding State certificates obtained by examination, and the names of those holding countersigned diplomas, having the force of certificates, designating the institution granting such diplomas." Adopted.

To the greetings of the Colorado and Iowa Teachers' Associations, the President sent the following responses:—

MADISON, Wis., Dec. 29, 1880.

Jas. H. Baker, Pres. Colorado Teachers' Association:

The Wisconsin teachers in session return thanks, and send greeting to Colorado teachers. We are with you in spirit and in work.

I. N. STEWART,
Pres. Wisconsin Teachers' Association.

MADISON, Wis., Dec. 29, 1880.

R. G. Saunderson, President Iowa Teachers' Association:

The Badgers to the Hawkeyes return greeting. May no "blizzard" ever chill your ardor, nor distance sever our friendship.

I. N. STEWART,
Pres. Wisconsin Teachers' Association.

There being no further business, the Association adjourned until the summer session.

I. N. STEWART,
President.

J. H. GOULD,
Secretary.

CONVENTION OF SUPERINTENDENTS.

Proceedings of Annual Meeting, held at Madison, Dec. 29, 1880.

Convention called to order by Supt. J. T. Lunn, and organized by electing State Supt. Whitford, Chairman, and Henry Neill, Secretary.

The roll being called the following superintendents were found to be present: Miss Minnie H. Kelleher, C. D. Tillinghast, Henry Neill, C. E. Buell, Miss Florence Tickner, Miss Agnes Hosford, C. L. Harper, D. H. Morgan, C. F. Viebahn, Geo. H. Fowler, John A. Leith, W. E. Barker, C. A. Morse, D. D. Parsons, Wm. Jones, Miss Betsey M. Clapp, Jas. T. Lunn, Jas. Finnegan, John Howitt, Jas. H. Tobin, F. L. Green, E. B. Gray, R. W. Burton, and T. C. Chamberlin.

State Supt. Whitford and J. B. Pradt, Assistant State Superintendent.

In opening State Supt. Whitford made a few remarks upon the necessity of thorough work in introducing the "grading system" into our country schools, and upon his intention of considering that subject in special conventions of the county superintendents, held during the coming month. He also dwelt upon the need of enforcing more fully the provisions of the compulsory education law.

The discussion on "The Relation of the Superintendent to the Compulsory law," was opened by Miss Clapp, followed by Supt. Neill. The latter had called the attention of school officers and patrons to the provisions of the law, through the local press, and good results followed.

Supt. Parsons had also agitated the question publicly in his county, and the attendance upon the schools had increased during the year.

Supt. Lunn did not consider that a superintendent had any responsibility in the matter, except what he assumed voluntarily.

He disliked to enforce the law and thought that *fear* of it would wear off by experience, as had the *moral* responsibility upon which Supts. Viebahn and Tillinghast rested much as an incentive. He believed most could be done by

the teachers canvassing the districts in which they taught, and stirring up officers, parents, and children.

Supt. Whitford alluded to the excellent success of the law in Vernon county, where two successive superintendents had made special efforts to explain the object of the law to teachers and school officers. He believes in calling public attention to the law as a sure means of promoting attendance at schools.

Supts. Parsons, Buell, Howitt, and Green also expressed themselves as holding similar views to the foregoing.

Supt. Neill then read a paper on "Superintendents as Institute and Association Workers," in which he argued that it was their duty to do such work and that they were specially fitted for it from their extended acquaintance with the needs of the schools and with the teachers.

Regent Chandler said that while formerly, conductors were appointed by the State to *conduct* institutes, now they were expected only to *co-operate* with county superintendents; and that the latter should consider before elected that they must be prepared to do this work. He believed also that great efforts should be made by them to create a public interest in institutes.

Supt. Viebahn, speaking on this topic, said that a superintendent's ability to conduct an institute ought to be made a test of his qualifications to hold the office, and that the State Superintendent should see that this was the case.

Supt. Lunn and Mr. Smith urged the need of superintendents and other conductors of teachers' institutes, attending the conductors' meeting in the summer.

Asst. Supt. Pradt alluded to the missionary work that might or should be done by superintendents and others in awakening a public interest in school and institute work.

Supt. Harper then read a very able paper on the "Aims and Process of School Visiting," indicating the need of criticism to restrain liberties, and of counter views to correct wrong tendencies. He also dwelt at length upon the superintendent's duty while in the school room, pointing out many of the necessary details.

The discussion which followed was participated in by Messrs. Gray, Reed, Buell, Smith, and Neill. The following points were emphasized: Approval of good work; criticism of poor, with suggestions for better where the suggestions will be improved; note book and pencil with which to jot down the drawbacks of the school and the school room; acquaint officers and patrons with the condition of their school, by letter, by weekly diary in the local press, or by visitation and lectures when time admits.

On motion of Mr. Buell it was decided to hold a Convention of the County and City Superintendents in connection with the next Annual Meeting of the State Teachers' Association.

Moved and carried that an executive committee to serve for the ensuing year, be appointed by the chair, who designated the following superintendents as the committee:

C. E. Buell, E. B. Gray, and C. L. Harper.

Convention then adlourned.

W. C. WHITFORD,
President.

HENRY NEILL,
Secretary.

EDITORIAL.

WE send specimen copies of this number of the JOURNAL OF EDUCATION to those county and city superintendents of the State who are not on our subscription list. We solicit their patronage, and especially their aid in inducing the the teachers and district officers under their jurisdiction to become readers of the JOURNAL. The information which it supplies in reference to the educational operations of the State, the answers which it gives to many questions on the school laws, and the original articles which it furnishes on the subjects of immediate interest to the workers in our schools,—all must make it exceedingly valuable to the superintendents in the discharge of their duties. We are frequently assured by county superintendents who take great interest in having their teachers read the JOURNAL, that it is an indispensable help in raising both the instruction and management of their schools to a higher standing. During the past year, we have received from many teachers and school officers the expression of greater satisfaction with it than ever before. Our numerous articles, many of them quite brief, have been of a decidedly practical character,—suited to the needs of the superintendents and teachers in the more elementary schools.

WE urge no objections against our teachers and school officers subscribing for educational periodicals which are published outside the State. They have, of course, the undoubted right to do this, and thus obtain unquestionably a wider knowledge of the educational thought and movement in this country. But the inquiry arises whether these persons should not also patronize the JOURNAL, which is specially devoted to the school affairs of their own State? In many cases among them, we are glad to say, they are not at all wanting in this respect. It is true that the JOURNAL is the only publication which furnishes anything like complete and reliable news in regard to our schools; and that it is the only medium through which these schools of all grades and the State and local organizations for educational purposes are fully represented. Here is provided the means by which the ripest views and the best experience of our teachers and school managers can be presented to the public and garnered up for future reference. The labor of conducting the JOURNAL, while very taxing, under the circumstances, to the energies of the editors, is not, by any means, fully remunerated by the income from the subscriptions. It costs many hours in each month to hunt for suitable items, and to secure original articles for its pages. Instead of the two thousand names on our subscription list, we ought to have at least, twice that number, taken from the ninety-two superintendents of our counties and cities; from the five hundred teachers at work in our academies, colleges, and charitable schools; from the ten thousand one hundred and fifteen different teachers employed last year in our public schools; and from the seventeen thousand school-district officers in the State. The question is, how many others will subscribe for the JOURNAL this year?

PROF. S. S. ROCKWOOD, lately a teacher in the Whitewater Normal School, entered, the first Monday of this month, upon his duties as Assistant State Superintendent, in the place of Rev. J. B. Pradt, who resigned the same position at the close of the past year. Mr. Rockwood has been connected nearly all his life, either as a pupil or a teacher, with the public and private schools, the State University, and a State Normal School in Wisconsin. He brings to the office, therefore, great experience and a wide knowledge of the educational affairs and needs of our schools of all grades. Mr. Pradt will remain, at least for the present, in the employment of the State Superintendent, who will doubtless need additional aid in collecting our educational statistics for the Census Bureau at Washington. It is confidently expected that the Legislature of the State will create, at their coming session, an additional position in the office of the State Superintendent; and that the services of Mr. Pradt, which have been faithfully rendered for the past thirteen years, will be continued in this new position, where he can perform a portion of the work hitherto falling to his hands.

AS WILL be noticed in this number of the JOURNAL, Prof. Rockwood has become an associate editor with the State Superintendent in its management. Mr. Pradt has transferred to Mr. Rockwood his entire interest in the periodical. We are glad to announce that Mr. Pradt will take the charge, as he has for many years past, of the Official Department in the JOURNAL. Thus our readers will have, as before, the benefit of his extensive and accurate knowledge of the school laws of the State, of the decisions of the courts bearing upon these laws, and of the numerous rulings of the State Superintendent on questions coming before him for investigation.

THE Assistant State Superintendent takes this opportunity to acknowledge his due appreciation of all the pleasant and commendatory things that have been said of him and his appointment, by the press of the State. He is aware that sometimes the overestimate of too partial friends pre-commits a man to the achievement of labors beyond his ability, and thereby gives him over to predestined failure. By the considerate forbearance of friends and the saving power in hard work, he hopes to avert any such unhappy fate.

IT WILL gratify our readers to learn that Prof. Albert Salisbury will continue, in the JOURNAL for the coming year, his comments on the historical events of each month. His articles on this subject, last year, added materially to the value of this periodical. We call the attention of our readers to his contributions this month under the Historical Department, and to his article on the "Louisiana Purchase," which we take from the *National Journal of Education.*

THE evidence is rapidly accumulating that Lunn's School Register is exactly adapted to meet the needs of our schools in keeping complete records of the daily condition and the daily work done in them. This specially applies to the classification of the pupils and the arrangement of their studies under the

scheme for grading the country schools. Many of the county superintendents who were at Madison during the holidays, speak in the highest terms of the utility of the Register, as tested in the schools under their charge. Several teachers in the rural districts, and some as principals of the graded schools, who have used the work in the past few months, state that they have not the slightest difficulty in understanding the system which Mr. Lunn has devised, and has so plainly described in his Register. They do not find that the system requires any great skill or much labor to keep the full records of the school. They are aided very materially by it in organizing their school into the three Forms defined in the graded course of study for the country schools, and into the different classes embraced in these Forms. The State Teachers' Association adopted, at its last Semi-Annual Session, a resolution looking toward the furnishing of this Register by the State to every district school within its boundaries. We are informed by the publisher that he has already disposed of 640 copies of the work since it was issued last October, and that a new edition will soon be printed.

WE ARE requested by Hon. David Atwood, the publisher of Lunn's School Register, to inform school officers who do not live near any station where express matter can be delivered, that a copy of this work bound in cloth can be sent by mail on the receipt of $1.25,—the twenty-five cents covering the postage, which is not as expensive as the expressage would be in their case.

THE State Superintendent is receiving many expressions of opinion on the merits of his circular on the Grading System for Country Schools. This work has now been in the hands of the county superintendents and hundreds of teachers in the State for about a month and a half. Copies of it were sent to the Superintendents of Public Instruction in other States, and to the leading educational journals in this country. The following are some extracts which we take from letters, articles, and circulars, which we have received on the subject. We publish them to show the strong interest taken in this important movement.

Hon. James P. Slade, State Superintendent of Illinois, writes: "Many thanks for a copy of your circular on the Grading System for the Country Schools of your State. I have read it with much interest. I believe it will prove a valuable means for improving those schools."

Mr. A. L. Wade, of West Virginia, the author of the system of graduation for the common schools, which has attracted great attention in this country, says: "I received to-day a copy of your circular on the Grading System for the Country Schools of Wisconsin, and I am much pleased with it. I regret that I did not have it a month ago, when I was preparing a chapter on that subject for my new book. From what I see in your circular I believe your State stands out full in the front rank."

The *School Bulletin*, published at Syracuse, New York, notices, in its January issue, this circular, and says, after outlining the principal subjects treated in it, that "That the discussion of these points is ample, and the pamphlet must be recognized as thus far the most helpful authority on this important subject."

The Manitowoc *Pilot*, of this State, contains an editorial which begins as follows: "The State Superintendent has issued a circular on the grading system, which is really one of the best documents issued from that office in years. It discusses very clearly and forcibly the advantages resulting from a course of study in mixed schools, and contains suggestions which every teacher can act upon with benefit to his school. There can be no doubt that the want of uniformity in the manner of conducting country schools is more injurious to their progress than the frequent change of teachers. With a course of study as closely adhered to as circumstances will permit, the frequent changes of teachers will no longer be the positive injury to progress that it is at present."

The West Bend *Times* commends it thus: "Young teachers will find it a valuable assistant in accomplishing their work, much of which without such assistance must be done at random. We recommend it to the consideration of our school boards and teachers."

The *State Journal*, published at Madison, says: "It is to be hoped that it may receive careful consideration at the hands of country school officers and teachers, and do much to improve the condition of our public schools in rural districts. That reform is necessary is keenly recognized, and that this grading system will tend to reform is undoubted."

Supt. Timlin, of Kewaunee county, writes: "Your circular on the grading system is received. It seems to be just what is needed."

Supt. McCleary, of Pierce county, informs us that "The course of study is meeting with favor in my county. Your circular is aiding me very much."

Miss Agnes Hosford, Superintendent of Eau Claire county, writes: "Permit me to express the very great pleasure which I have derived from a study of your circular. It should be, and can hardly fail to be, helpful to the country schools, not only on account of the clear, definite, and philosophical course of study outlined, but from the plain and practical suggestions made to guide teachers in putting it in operation."

Supt. Lunn, of Sauk county, states: "Your circular on the grading system is here, and I think you have done most worthily in amending, amplifying, and explaining, especially in the matter of advising *how* to do and the *order* of doing. It is an advance, beyond comparison, upon the original model; and is fully ahead of the present appreciation or need of a course in this State.

The reasons given for a course, and the advice to teachers relative to handling the course, and the "regulars" and "irregulars" under it will do much to forward the introduction and successful application of the course. In this respect it answers scores and hundreds of questions put to me by teachers who were perplexed in trying to do their duty under the first printed course."

Miss Betsey M. Clapp, Superintendent of St. Croix county, writes: "It seems to me that the work is made so clear and practical in the circular that the wayfaring man need not err therein." In a circular letter written to the members of the school boards of her county, she says: "I have the pleasure of presenting to you a copy of the circular on the Grading System for the Country Schools of Wisconsin. I trust that each clerk receiving a copy will lay it before the members of the board, and that you will consider it thoughtfully. Do not receive it

as a common circular that demands only to be looked at and laid away in the drawer. Please study it till its object and its practicability are apparent.

It has been prepared with great care and labor by the State Superintendent, and yet it is not the simple fancy of one man's brain. It embodies the thoughts and deliberations of the educators of our State, and of the living advanced educators of the world."

Supt Houghton, of Vernon County, writes to his teachers as follows: "I beg for it [the circular] a careful reading and your cordial and earnest co-operation. The want of such a system has been long felt in this county. Some years ago the methods so ably advocated here were tried with little variation in other States, and met with the most abundant success. Educators all over the land have for years been advocating some such system, and to-day I am most happy in being able to present exactly the more pressing need of our country schools. But exhaustive, scholarly, and suggestive as this circular is, it remains for you to give it its effectiveness. If you fail to act in the matter, it becomes a dead letter, and the object sought cannot be accomplished."

The regular Institute Conductors held a meeting with the Institute Committee of the Normal Regents, at Madison, in the holiday week. The scheme of instruction for the series of institutes to be held the current year, was fully considered. It will embrace quite largely the studies and the modes of organization, which belong to the middle form or the intermediate grade of work in our public schools. A partial review of the teaching given last year in the institutes on the primary branches, will be undertaken. The Third Reader will be used. The principal effort this year will be in the direction of showing the methods of work rather than imparting knowledge in the studies. The Syllabus of the instruction will be published early in February, and furnished shortly afterwards to the county superintendents who hold institutes next spring.

We were able to meet twenty-one of the county superintendents at Madison the last week in December, and discuss with them the methods to be used in introducing the plans for grading our country schools, which are presented in our circular on the subject. With some of these we had interviews in our office; but with a majority, we held a conference one afternoon in the Senate Chamber. The points considered were arranged under the heads: (1) Explanations of any points presented in the circular; (2) The conditions favorable to the establishment of this grading system, found in the country schools; (3) The difficulties encountered; (4) The progress made this winter in the introduction of the system. We were gratified to witness the zeal and earnestness exhibited by the county superintendents in their co-operation with the State Department on this subject. Nearly all of them will be able to report a number of schools in their several counties organized this winter on this grading scheme; and the advanced pupils in some of the counties will be examined for graduation next spring. We shall be able to present to our readers, during the next two or three months, interesting accounts of the progress of this movement in the counties of the State, gathered from the experience of their superintendents and the teachers in the ungraded schools.

The minutes of the Holiday Sessions of the Superintendents' Convention and of the State Teachers' Association, appear in this number of the JOURNAL. Those of the Principals' Meeting have not yet been received, but we trust that they will be furnished us for the next number. The subjects discussed and the business transacted at these sessions, can be best ascertained from the minutes, which are unusually full, and from the papers read and published in the JOURNAL. The extreme cold weather did not prevent a very fair attendance upon the exercises of all these bodies. The spirit exhibited was kindly and earnest, while critical and conservative. It had largely the school-master element of finding the flaws and the incidental objections. If we may be allowed to use the same element, "which within us exists," we would say that the tendency was not fully progressive nor philosophical. Subjects were examined more in their details and in "the exceptions to their rules," than in their scope and general bearings. Valuable as this trait is, it should always give place to the organizing faculty, which directs the attention chiefly, not to defects, but to the merits, involved in a question.

HISTORICAL DEPARTMENT.

THE MONTH AT HOME.

Probably, the chief subject of remark during the month past has been the weather. The season is remarkable, not simply for the long continuance of unbroken cold, but more especially for the unusual extension southward of the cold area. A temperature 20 degrees below zero in Virginia and Southern Missouri, and but 10° or 12° above in Savannah and Galveston, is a phenomenon as rare as it must be unwelcome.

The vacancy in the United States Supreme Court, caused by the retirement of Justice Strong, has been filled by the appointment of Hon. Wm. B. Woods, of Atlanta, Georgia, late United States Circuit Judge, for the 5th Circuit. He was sworn in on the 5th inst. The appointment is a good one.

Hon. Richard W. Thompson, Secretary of the Navy, has resigned his office in order to accept the presidency of the American branch of DeLesseps's Panama Canal Company. His successor in the Navy Department is Gen. Nathan Goff, of West Virginia.

Maj. Gen. O. O. Howard, the christian soldier and philanthropist, has been made Superintendent of the National Military Acadamy at West Point, in place of Gen. Schofield. This is an excellent appointment. The hoodlum element will receive no countenance from Gen. Howard. Cadet Whittaker is to have a new trial, this time by court martial.

There has been some excitement in the Southwest over the attempted invasion of a portion of the Indian Territory known as Oklahoma, by a party of settlers under the leadership of Capt. Payne, a frontier adventurer of a mischievous type. They have thus far been prevented from crossing the line by the military. It is said that the movement includes several thousand persons, who are waiting only an opportunity to swarm into the Territory.

For some months, the Chicago, Milwaukee and St. Paul, and Chicago and Northwestern railway companies have been negotiating with the Brule, and Yankton Sioux for the right of way across their reservation to the Black Hills. By the aid of the Interior Department, a treaty has been finally concluded. The Sioux receive $5.00 an acre for all land used by the roads.

The Chicago, Milwaukee and St. Paul company now owns and operates 3,783 miles of road,— more than any other company in the world.

The public debt continues to be reduced at the rate of several millions each month.

The Superintendent of the Census makes the following statement of the population of the States and Territories:

Alabama	1,262,344	Missouri	2,169,091
Arizona	40,441	Montana	39,157
Arkansas	802,564	Nebraska	452,432
California	864,686	Nevada	62,265
Colorado	194,469	New Hampshire	347,784
Connecticut	622,683	New Jersey	1,130,892
Dakota	134,502	New Mexico	118,430
Delaware	146,654	New York	5,083,173
Dis. of Columbia	177,638	North Carolina	1,400,000
Florida	266,566	Ohio	3,197,794
Georgia	1,538,983	Oregon	174,767
Idaho	32,611	Pennsylvania	4,282,738
Illinois	3,078,636	Rhode Island	276,528
Indiana	1,978,358	South Carolina	995,706
Iowa	1,624,463	Tennessee	1,542,463
Kansas	995,835	Texas	1,597,509
Kentucky	1,648,599	Utah	143,907
Louisiana	940,263	Vermont	332,286
Maine	648,945	Virginia	1,512,203
Maryland	935,139	Washington	75,120
Massachusetts	1,783,086	West Virginia	618,193
Michigan	1,634,096	Wisconsin	1,315,386
Minnesota	780,807	Wyoming	20,788
Mississippi	1,131,899		
Total			50,152,559

The following is an approximate statement of the population of the principal cities:

New York	1,206,590	Cleveland	160,142
Philadelphia	846,984	Pittsburgh	156,381
Brooklyn	566,689	Buffalo	155,137
Chicago	503,304	Washington	147,307
Boston	362,535	Newark	136,400
St. Louis	350,522	Louisville	123 645
Baltimore	332,190	Jersey City	120,728
Cincinnati	255,708	Detroit	116,342
San Francisco	233,956	Milwaukee	115,578
New Orleans	216,140	Providence	104,850

THE MONTH ABROAD.

The troubles in Ireland continue. The Land League manifest great vigor in directing the operations of the discontented peasantry. The process of social isolation and ostracism known as "Boycotting," is being applied to other landlords, since its success with Capt. Boycott, and the government seems powerless to successfully interfere.

The English Parliament is already engaged in excited discussion of the situation. It is believed that the government will adopt a coercive policy toward the disturbers, at the same time making concessions to the tenant class in the direction of what is known as the three F's, *fair rent*, *fixed tenure*, and *free sale*.

England has also fresh trouble on her hands in South Africa, as described below.

Germany is profoundly agitated, and has been for months past, by a sort of social crusade against the Jews. We are so little accustomed to discriminate between the German Jews, and the regular Teutons, that the movement strikes us with surprise. The truth seems to be that the Jewish element has attained such success in politics, in commerce, and in journalism, as to excite the jealousy of a large body of the people; and certain writers, university professors even, are diligently endeavoring to fan the flames of persecution. But the irrepressible Jew will doubtless survive, as he has done thus far.

Russia has taken up arms in behalf of Persia against the Kurds. A battle was fought by Gen. Skobeloff, Dec. 24, against the Tekke Turcomans near Geoktepe, but without decisive results.

Greece is reported to have 80,000 men under arms, and to be determined to fight for the frontier awarded by the supplementary Berlin Conference. Proposals for an arbitration have been rejected by the Greek governor, as the temper of the people is intensely warlike. The Turks are also preparing for the conflict, but under great and various difficulties. It seems almost certain that war will open in the spring.

Mrs. Marian Evans Cross (George Eliot), the great novelist, is dead.

SOUTH AFRICA.

The successive difficulties of the English in South Africa are attracting general attention to that remote part of the globe.

The southernmost division of Africa is called Cape Colony. It is bounded on the north by the Orange River, which flows across the southern point of the great peninsula from east to west, thus cutting off an area just four times that of Wisconsin. This region was first colonized by the Dutch, in the seventeenth century, but was seized by the English in 1806. North of Cape Colony, between the Orange River and its chief tributary, the Vaal, lies a region about the size of Wisconsin, now known as the Orange Free State. East of Cape Colony between the coast and the head waters of the Orange, is the region known as Kaffraria. North of this, on the coast and east of the Orange Free State, is the English colony of Natal.

After Cape Colony and Natal were seized by Great Britian, the Dutch settlers, known as Boers, to escape the English law, migrated across the Orange River and founded the Orange Free State. In 1858, British aggression again caused them to swarm, and colonize the region between the Vaal and the Limpopo River, now known as the Transvaal.

The Boers would seem to have gone beyond the reach of further crowding, but in 1870 occurred the discovery of the great diamond mines, which led to a great influx of British adventurers. During the Zulu war in 1879, the Boers assisted against the Zulus, but at the close of the war the Transvaal was also

seized by the British, the large force sent to overcome the Zulus being found serviceable for this double stroke of business.

During the past few months an uprising of a Kaffir tribe called the Bosutos, against the English, has afforded occasion for a revolt of the Boers in the Transvaal, who are determined to recover their former independence. The Boers are a dull, heavy race, cherishing the institution of slavery, and hostile to a progressive civilization; but one can hardly help sympathizing with them in their desperate struggle against British greed of territory. All this trouble, moreover, is a part of the legacy bequeathed to Mr. Gladstone's government by his predecessor, Disraeli.

CORRESPONDENCE.

Is the following sentence grammatically correct: "Five miles *further* up the river," or should it be, "Five miles *farther* up the river?"

Farther is more elegant, *further* more common. Both have authority. We give *farther* the preference.

We are requested to insert the following: A sets out from Chicago to Milwaukee, and B, at the same time, from Milwaukee to Chicago, both traveling uniformly. A reaches Milwaukee 25 hours, and B reaches Chicago 36 hours, after they have met on the road. Find in what time each has performed the journey. C.

Messrs. Whitford and Pradt: — Inclosed please find $1.00 for another year. The Journal, in reality, has become indispensable to me. I have now taken it for one year, and have read every article in every number. It has created in me such a love for the work of teaching as I never before had. It has made me enthusiastic. Every new number gives me new information. Would only that all the teachers and school officers of Wisconsin read the Journal of Education; many of our schools would be in a better condition than they are to-day.

Lomira. John Roeseler.

NEW PUBLICATIONS.

Report on Education. By E. Seguin. U. S. Commissioner of Education, at the Vienna Universal Exhibition. Second edition, Authorized and Revised by the author. Milwaukee: Doerflinger Book and Publishing Co. 215 pp. 12mo.

This closely printed volume contains a large amount of useful matter, in the way of facts and opinions, but some of the latter may be taken with some allowance. Dr. Seguin is well known by his work on idiocy. Though a Frenchman by birth, he has for some years been a resident in this country. His

thoughts, especially on the more obscure and controverted topics in the field of education, are very suggestive, and the publishers have done a good service in bringing out this revised edition of his report.

WORDS AND NUMBERS. By Henry E. Sawyer, A. M., Associate Principal State Normal School, New Britain, Conn. Boston: Thompson, Brown & Co.

This is a new departure in text-books for primary instruction. But since it has been found useful to bring together reading, writing, and spelling, and not keep them dissociated, as of old, why not enlarge the circle? We think a further enlargement would be found in accordance with the methods of Nature, who groups all things in one harmonious whole; and that very little formal division of the exercises of the primary school is needed, if so be that the different faculties of the child are duly exercised. The agent for the publishers is Mr. Thos. H. Bush, 70, Metropolitan Block, Chicago.

We have received from Jones Brothers & Co., Philadelphia, the publishers of Ridpath's works, copies of the Grammar School and Academic editions of his United States History. They are works exceedingly attractive to the eye, and are supplied with well-executed maps and portraits of leading men in this country. At our institutes the past two years, no history of the United States has been as frequently consulted as that of Ridpath.

VICK'S FLORAL GUIDE. We have just received from the publisher, Mr. James Vick, Rochester, N. Y., a copy of his work, which is one of the finest of the kind we have ever seen. The frontispiece is a handsome colored plate, besides which, the work contains a portrait of the publisher and several hundred illustrations of plants and bulbs. All persons who are interested in the cultivation of flowers will find this an excellent encyclopedia upon that subject. Price 10 cents.

GOOD HEALTH for January begins the sixteenth volume of this excellent health monthly. This journal has long enjoyed the largest circulation of any of the health monthlies, and has a growing patronage. The present number contains two illustrated articles, and a very practical article on the home treatment of catarrh, one of the most common maladies in this climate, besides a large number of interesting and entertaining articles of interest in every household. We know of no journal which so well meets the wants of the masses as *Good Health*. Published at Battle Creek, Mich., at $1.00 a year. Specimen copy free.

A GERMAN READER, by Prof. Wm. H. Rosenstengel, A. M., of the Wisconsin State University. This work is designed for use in our High Schools, while it is adapted also to the instruction given in the German language in our Colleges and Universities. The professor has introduced the book into his classes in the High School at Madison and at the University. The author says in the preface: "Its features are: 1. Easy selections adapted to the wants of pupils. 2. The selections are taken directly from the standard German editions, with only such alterations as were found necessary to make the orthography uniform. 3. Selections which furnish a basis of conversation between the teacher and the pupils, making the book serviceable for all other exercises." The work has just been issued by G. I. Jones & Co., St. Louis, Mo.

SWINTON'S SUPPLEMENTARY READERS. These works, six in number, are unrivaled as Readers in beauty of appearance and illustrations, and in the range of choice selections. They fill in the most admirable manner, the place which they assume. They are prepared on the theory that the children in our public schools need to read more pieces in the different grades than are supplied by the usual series of Readers. Besides this, the articles in prose and poetry are generally those of excellent merit. We become most interested in the Supplementary to the Third Reader, as it recalled so many of the stories heard or read in our boyhood. Here are "Jack and the Bean Stalk," "Lilliput," "Cinderella," "John Gilpin," "Sindbad," "Robinson Crusoe," and "Aladdin." When will the boys and girls ever tire of reading these? But the books to be appreciated must be seen. They are published by Ivison, Blakeman, Taylor & Co., New York, and Chicago.

NOTES.

AT the close of the last term of the River Falls Normal School, five students graduated in the Elementary Course. The class bore the final examination very creditably.

THE West Bend *Times* says that the attendance on the South Side High School at Hartford, Washington county, is so great that the board has been obliged to employ an assistant for Prof. Congdon.

PROF. F. W. DENISON, formerly principal of the Academy, at Marshall, Dane county, has been elected to a position in Allen's Academy, at Chicago. He has already entered upon his work in the latter institution.

EX-SUPT. C. J. COLLIER is in charge, this winter, of the public School at Rome, Jefferson county. He is ably assisted by Miss Irene Brewer. Quite a number of non-resident pupils are under Prof. Collier's instruction.

SUPT. VIEBAHN, of Manitowoc county, has accepted the principalship of the schools in Watertown, and will enter upon the duties of the new position next March. He will receive $1,600 salary, and become also the superintendent of the schools.

SUPT. MCCLEARY, of Pierce county, reports that about fifty pupils in the country schools of his county are working for graduation in the common school studies next spring. He has prepared and printed a neat looking diploma to be given to those who are successful in this work.

THE quarter ending Dec. 10th of the Oshkosh Normal School, shows a registration in the Normal Department, of 295; and in the Model Department, of 198.—total 493. Of these, 53 withdrew to teach in the public schools this winter. The average attendance in both Departments, during the quarter, was 343.8.

SUPT. JONES, of Rock county, has arranged for a series of educational meetings in the eastern half of that county. The one held at Johnstown Center, the 11th inst., discussed the subjects: Formation of a Teachers' Association, Disciplinary Measures necessary in School, Relation of Teachers to Patrons, and Course of Study for Ungraded Schools.

WE had the pleasure of recently addressing the people of the flourishing village of Sharon, Walworth county, on the subject of organizing their public school under the free high school law. Within the past two weeks we have learned that the district has voted at a special meeting to establish at once the high school, and begin work under the law by the opening of the winter term.

HON. C. W. BUTTERFIELD, of Madison, who has devoted himself for the past five years, to studying the history of this State and to writing articles on local histories, has in preparation a text-book on the history of Wisconsin, for the use of our public schools. It will be published by Hon. David Atwood, of Madison. The thorough research and painstaking accuracy of its author, insure a most valuable work, which will be introduced into many of our common and high schools.

THE EXECUTIVE COMMITTEE, of the State Teachers' Association, have decided to hold the Annual Session of that body in the first

week of July next, beginning on Wednesday. This will enable the Conductors of the institutes to begin their annual meeting on Tuesday morning of the same week. If the proper arrangements can be effected at Appleton without doubt the Association will meet at that place. Prof. Schmidt, the principal of the High School, at Appleton, extended a most cordial invitation for the teachers of the State to come together in that city. It is a very favorable point for such an annual gathering.

MR. MCALISTER, superintendent of the the Milwaukee schools, is engaged in the laudable enterprise of establishing evening schools for the benefit of the youth who cannot attend the day schools. Four schools have already been established in different parts of the city, and more are to be added as the demand. requires. The superintendent has, at considerable labor and expense, made himself acquainted with the workings of evening schools in the Eastern States, and understands the requirements necessary to their permanency and success.

PROF. A. EARTHMAN, now in charge of Humboldt College, Iowa, has prepared a carefully written treatise on the Territory of the United States. He discusses the following general points: (1) Territory, (2) How obtained, (3) From whom obtained, (4) When obtained, (5) Extent in square miles. He considers the subjects of the Original Territory of the United States; the purchase of Louisiana, Florida, California, Gadsden Tract, and Alaska: the annexation of Texas; and the occupation of Oregon. He proposes to publish his treatise, provided he receives sufficient encouragement from the teachers of this State and Iowa.

PROF. J. Q. EMERY has decided not to leave his position as principal of the high school at Fort Atkinson, and to take the professorship of mathematics in the Whitewater Normal School. The latter place was tendered him unanimously by the Committee on Teachers of the Normal Regents. The citizens of Fort Atkinson, on learning that he intended to go to Whitewater, joined in a most vigorous protest against his leaving, and prevailed on him to remain. His high school is one of the most successful it was ever our good fortune to visit. His influence upon scores of young people at Fort Atkinson and in the vicinity, is of the most wholesome and stimulating character.

THE thirty third annual catalogue of Beloit College, one of our oldest and most successful institutions, has been received. Under the motto, "*Scientia vera cum fide pura*," the college has given some of the best classical and scientific instruction ever furnished in this State. It employes this year twelve professors, with Rev. A. L. Chapin, D.D., the oldest college president in this country, at the head. Its students are enrolled this year as follows: Seniors, 11; Juniors, 11; Sophomores, 13; Freshmen, 25; and as preparatories, 89. Of the 108 young men who have graduated in the last nine years, we notice that 28 are now employed in teaching.

The Milwaukee *Sentinel* of a recent date says:

PROF. MCMAHON, lately principal of the Manitowoc High School, is in the city. He has just completed a translation from the French of Mons. Bredif's celebrated work, "The Eloquence of Demosthenes, or Political Eloquence in Greece." Prof. McMahon's translation of this work has secured for him the offer of the Chair of English Literature, in the Academy of Chambery, one of the six departments into which the University of France is divided. He has accepted the offer, and will leave for Europe in a few weeks, or as soon as the new work is in print. Mr. McMahon was, until about six months ago, a teacher in the High School of this city.

THE EDUCATION BILL, as passed by the United States Senate, and likely to receive the support of the House of Representatives, embraces the following general features:

The net proceeds of the patents and sale of public lands, are forever set apart for the education of the people. The Secretary of the Treasury shall yearly apportion to the several States and Territories and the District of Columbia, on the basis of the population between the ages of five and twenty years, said net proceeds for the previous year, which shall be credited as an educational fund, on which four per cent. interest per annum is to be paid to the State as above; provided that, for the first ten years the apportionment shall be made according to the number of the population of ten years old and upward, who can not read nor write; and provided further, that one-third of the income from said fund shall be annually appropriated to complete the endowment and support of the colleges established, or which may be established, under the act of 1862, until the amount annually thus accruing to said colleges in each State shall reach $30,000, after which the whole of said income shall be appropriated by said States, Territories, and District to the education of all children between the ages of six and sixteen. To be entitled to the benefits of this act, any State must maintain for at least three months in each year until January 1st, 1885, thereafter four months in each year, a system of free public schools, for all children between six and sixteen Any State misapplying any of the money received under this act shall forfeit further grants until the amount so misapplied shall have been replaced by said State.

A paper in this State speaks of a leading teacher as having "undaunted fitness." It is a good quality to have in store in some of the rough schools, where the pedagogue must brave the perils of a lawless crowd of overgrown and undisciplined boys.

THE River Falls *Journal* says: Our Public School seems to be giving unqualified satisfaction. We recently visited Prof. Barns' room, and must say that if the most thorough and searching instruction, perfect discipline, and excellent spirit make a model school, this room reaches it. We had no time to visit the others except at recess, but from the general appearance of things everything is working well. We were especially pleased to note successful effort to keep in perfect preservation the school property.

THE Jefferson High School has taken up quarters in the building formerly belonging to the Liberal Institute of that place. The city purchased the building some time since, and have been holding it in reserve for their high school. The Principal, Prof. Squires, an old school-mate, is in charge, and has been made also the superintendent of the schools of the city. He has taught here successfully for many years.

SUPT. HARPER, of Grant county, has arranged to hold during this winter, three meetings with the teachers in each of the three assembly districts of his county. He has published a complete and varied programme of the exercises at each of these meetings. The work consists chiefly in the discussion of subjects connected with the teaching of the common branches in our schools. These meetings cannot fail to be productive of great good.

PROF. HOSEA BARNS, principal of the River Falls public school, informs the parents to whom the reports of the attendance, scholarship, and deportment of the pupils are sent each month, as follows:

"These reports are for the inspection of parents, and will be valuable or valueless according to the estimate or use made of them. The hearty co-operation of parents is desired, that these reports may improve from month to month. Do not fail to examine this first report."

THE State Superintendent applied last month to the United States Commissioner of Education for copies of the circular on "Rural School Architecture," to be used in this State. A copy has been sent to each county Superintendent, who, it is trusted, will make good use of it. The circular was prepared by Mr. T. M. Clark, of Boston, Mass., was printed by the Secretary of the Interior, and contains 106 pages. We have not yet had time to examine it carefully, but it impresses us as a document of some value.

SIMILAR notices to one below are now appearing in the local papers of the State. It is a good sign, when the people, old and young, in a school-district, become engaged in such intellectual efforts. The *Witness*, published at Platteville, says:

The Brick School Literary Society, which was organized about one year ago, is in a very prosperous condition. The members take great interest in their work, and the exercises are very entertaining. We hope the parents will take an interest in the society, and see that their children attend.

PROF. INGALLS, the principal of the public schools at Menomonie, Dunn county, furnishes the following statement for the last issue of *The News* published at that place:

The enrollment for this term is forty-one greater than that for the corresponding term of last year. The subject of punctuality needs the attention of some parents. By examining the above report, you will see that seventy-two of the eighty-seven cases of tardiness occurred in four primary departments. The responsibility of having those little children at school in time certainly rests with the parents. What is required is to have the children in the school room when the bell ceases to ring at nine o'clock A. M. and at one o'clock P. M.

THE *Chronicle*, published at Two Rivers, Manitowoc county, has the following:

Every person in this city will regret to know that J. M. Rait, who for the past year and a half has been principal of our public school, is about to leave us,—he having been offered and having accepted the principalship of the Northside school in Manitowoc. As a successful and practical teacher, Mr. Rait is not outranked by any person in Wisconsin. Our school has prospered wonderfully under him, and although all who are interested in its welfare will regret his departure, it hardly can be expected that he will neglect his own advancement when an opportunity is presented. Our public school can be made to rank any in the State, if our people will take hold of the matter, and then we shall run no risk of having our teachers enticed away.

WE clip the following item from the Polk County *Press* of the 18th ult. The same issue contains a notice of fourteen such meetings as described below:

The educational evening meetings, which are being held in different parts of the county, by Supt. Dike, are serving as the best means of reaching the people,—the fathers and mothers of the children who attend the public schools. This is proved by the interest manifested in crowded houses at each of the meetings. They are serving to awaken and create an interest that will benefit our schools. One of these interesting meetings was held last Friday evening in school district number 2, Farmington, (the Barry district). The exercises consisted of select readings and declamations, by the pupils, and remarks by Supt. Dike and C. E. Mears. The house was crowded with people. It is the intention of Supt. Dike to hold these meetings in all districts which can be reached during the winter.

THE *Iowa Normal Monthly*, for October, contains an interesting series of articles on the Normal Institute, which now instructs 10,000 teachers annually in that State. These writers, among whom are well-known workers in the institute, claim that there is still room for improvement. A permanent, graded course of study, with uniform methods of teaching; a board of normal regents; generosity in school committees, and hospitality among citizens; longer sessions; superior conductors, are among the demands of these critics. Our observation is that all our institutes are too exclusively dominated by "home talent." One new man or woman, if alive and sympathetic, let in upon a group of teachers, will often bring a flood of sunshine or a brisk kind of ventilation. No profession requires such constant stirring-up from without as the teacher's; and every teachers' meeting should give one hour to a "layman," and take notes, even of the foolish things he may say.

THE statistics of education as a part of the census of 1880 are being collected under the direction of Dr. Henry R. Waite, of New York. The schedules have been prepared and have been generally sent to State, county, and town educational officials throughout the United States, to be filled out. They are also sent to private instructors, sectarian institutions, etc., so that the listing will be complete and thorough. The information furnished will be fuller than was ever before gathered. The answers will relate to the school attendance, courses of study, limit of age of pupils for each school, qualifications of teachers, the hygienic condition of school buildings and their surroundings, and the sources from which the schools receive their support. The result will be a complete map of the school situation in the United States, upon which the deficiences may be pointed out and located. Now that education is beginning to assume a character of national importance and a ground for congressional action, the new report will prove very useful.

SOME improvements have recently been made in the buildings of the Industrial School for Boys at Waukesha. Considerable grading and sodding has been performed on the open space between the family buildings and work shops, which at once adds to the good appearance of the place and as well renders it more healthful; for the stagnant pond which formerly was located there could but prove detrimental to the sanitary conditions of the school. The inside improvements have been extensive, the most important additions being that of steam power and a system of water works, by which means a great saving of labor has been secured. A twelve-horse-power engine performs an endless amount of labor in the manufacturing departments and in the laundry. In the latter a newly improved washing machine, which is run by steam, is something wonderful to behold, and does away with the work of six or eight boys. Bathing rooms are also being added to the number of ten or twelve. One of the most important changes of the year has been the discarding of vaults and the thorough cleaning each day of all the closets.

A TEACHER in a public school makes the following inquiries:

"I would take this opportunity of asking your advice on a matter affecting my own work in this place. My predecessor was accustomed to do many things which the American public are wont to pronounce "bad." Among other things, he habitually used tobacco in the school room, and this had a telling influence on the boys and young men of the school, notwithstanding the desire of many good people to the contrary. Some of the boys who indulge in the habit are not over thirteen years of age. I have, to my sorrow, become convinced that the use of tobacco and strong drink by such young boys seriously impairs their physical health, and thereby greatly retards their intellectual progress. These boys have no desire or appetite for knowledge, and it seems impossible in their present condition to develop any such desire. Their highest ambition seems to be sensual gratification and street loafing. I have endeavored to remove these habits from my pupils, and have been so far successful as to banish them from the school premises. They still practice them outside of school and in secret. When they come to school they smell so strong of tobacco and the other evil habit as to be exceedingly offensive, both to myself and to other members of the school — young ladies, and such boys and young men as do not use these articles. I even believe that it affects our health. At the close of last year, I thought there was evidence of success to the extent of having overcome these habits entirely. But, on my return this year, I find them again revived. I shall again prohibit the indulgence in them on the school premises. Will the law support me in this? What can be done outside of the school-house to prevent the boys drinking and smoking to such extent that their breath is intolerable in the school room?"

5-2

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WISCONSIN

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STUDY OF ENGLISH LITERATURE.

(A paper read before the Wisconsin Principals' Association, at Madison, Dec. 28, 1880, by Prof. A. R. SPRAGUE, of Black River Falls.)

The work of teaching should furnish at least one of three ends, either of which alone is a sufficient compensation for the time and effort employed, unless another branch can be substituted, more perfectly adapted to the purpose, or capable of imparting a broader culture.

These three ends, as we apprehend them, are: 1st.—The discipline of mind which furnishes the strength necessary to solve the various problems of life; 2nd.—An abiding enthusiasm for the pursuit of truth to guide the mind in after years and keep the heart fresh with the generous ardor of youth; 3rd.—The acquisition of such knowledge and ideas as shall furnish armor and weapons for the coming battle with ignorance and error. The above arrangement may present a climax, or an anti-climax, according to the view taken of the main purpose of culture.

For many highly valued branches of study, we can claim only the first purpose mentioned, the development of intellectual power. Such are the higher mathematics, logic, etc. Yet, while this may be true, we know, also, that the skillful teacher can handle no subject which has not for his pupils a vivifying and stimulating power whose influence shall neither cease with the expiration of his years of tutelage, nor end, we may hope, with life itself.

The *third* division which I have chosen to make, assumes a varied degree of importance in the minds of educators. For myself, I consider the acquisition of positive information but a small part of the purpose of education, while to those who scout the idea of our obligation to train the moral faculties and the imagination, I have nothing to say; this, the last part of my argument, is not for them, for we can meet on no common ground.

Let us now consider the claims put forth by the advocates of a broad and generous study of the masterpieces of our English tongue, as fitted to accomplish one or *all* these ends we have proposed as the objects of scholastic training. You will notice that I do not use that misleading term "*reading*," but "*study*," by which I mean a study not only broad in scope and variety, but close, analytical, and critical.

Such a study (as I hope to be able to show presently by illustration) calls into activity the most important faculties of the mind; —*judgment* in discriminating between the false and the true in the thought conveyed, as well as the manner in which it is presented; *taste* in the admiration of the good and the beautiful; *memory* in recalling and reproducing the ideas gained; *imagination* in placing before the mind the glowing images which the writer has before him conceived. We may add to this, that facility and ease of expression which constant practice alone can give; the power of analysis gained in the daily exercise of selecting the main thought and grouping the subordinate ones according to a definite plan; and the training in *exactness* and perfect accuracy in the use of language.

And concerning the second of the great aims of culture, the creation of an abiding enthusiasm for learning, how shall I convey my own sense of the great value it must be to every student to gain a feeling of friendship—one might almost say of kinship—with those great minds who have thought the noblest thoughts, and clothed them in divinest language.

This feeling of fellowship with the master intellects of the world will serve to dignify his whole being. It will engender no sentiment of irreverence, I am sure, to recognize the sweet humanity of Wordsworth, Whittier, and Burns voicing for him the vague thoughts he has dreamed in solitude. It will do him no harm to

feel that he has walked in the noble company of Burk and Webster, listened to their high and glowing rhetoric, and been borne along by the resistless tide of their logic and their passion. No more are trumpet-tongued Milton and silvery-voiced Irving mere shadowy names to be looked up in the Biographical Dictionary, but friendly *presences* whose very mention has power to call the light to his eye, and the glow to his cheek. I care not whether he can repeat one line from either of these writers, it will be a great and blessed thing if he has learned to love them, and turns with longing, in his leisure hours, from the glitter of a false and ephemeral literature to the tranquil society of Lamb, Hawthorne, Emerson, or *any* writer, ancient or modern, who saw the truth with clear vision and proclaimed it with fearless tongue.

And as to the last of the three ends of education,—the acquisition of facts and ideas,—I need pause but a moment upon this topic; for it will be readily seen by the teacher how easily available is the study of English Literature, for adding to the fund of general information. Into this vast treasury has been poured all the wealth of richly stored minds; history, science, geography, philosophy,—every department of human thought and knowledge is laid under contribution, and the ardent teacher will find the materials too richly strewn in his pathway, and the temptation strong to crowd too much into the brief time of instruction. But the chief advantage of this study is after all more difficult to explain,—the exalting of the ideals, the strengthening of principles of virtue, the broadening of what is almost of necessity the norrowness of youth, the tempering of its rashness, and the correction of all its crude and morbid ways of thinking and feeling. It is to this very influence that we look for the power that shall sweeten the springs of existence so that all its onward flowing shall be beneficient and serene.

Will it be thought an overstatement if we say that were nothing to be gained by this study save what is disciplinary, there would still be abundant reason for bestowing upon it fully one-fourth of the time and labor of the school course? What teacher has not at times been appalled on finding his pupils utterly unable to reproduce, even vaguely, the ideas of a lesson in geography, history, physiology or some similar study, in the preparation of

which much time had been spent? By the aid of helpfully specific questions such students may make a recitation, but they can have no grasp of ideas that will endure. Then, too, what a saving of time in other studies would result, could pupils begin them, already prepared by a proper discipline in the acquisition of ideas! Why is it that the sophomore or junior in college is able to thoroughly master twenty or thirty pages of history or other such study, while the average high school student finds three or four quite enough for his effort? It surely is not that the one has a less retentive memory than the other, but rather that he has a mind less attentive to ideas. Is it urged that the college student has acquired this power without such training as we propose? But has he not spent thrice the time in the practice of mental attention? So that even were his early training poor, the severe labor of subsequent years could hardly fail to give him a great advantage in the power over ideas.

Even the practical man of affairs whose early education was that of the commonest of schools, and whose mind has since been given almost wholly to the details of business,— has, in the many years of bargaining and directing, at last acquired a mental grip that a better kind of education would have given him at the beginning of his business life. Such a man will, on a single reading, give a much better abstract of the ideas contained in a page of English prose than can pupils of most of our high schools. When our pupils shall have acquired this power to *read quickly*, *comprehend fully*, and *reproduce clearly*, then shall we find that a "fourteen weeks" study of physiology or botany will give a less absurdly defective preparation in those studies than is now usually obtained.

That this mental power may be acquired by a thorough drill in English, I shall endeavor presently to show.

The so called English courses of our high schools, and the scientific courses of many higher institutions of learning, have been in the past much inferior to the classical, and into these courses have drifted a large number of pupils who, because they lacked time, money, or mental capacity, were denied the privilege of the longer and better course. Too often it has been but a short cut to a diploma.

This need not be so, and I am very glad to know that in our best

institutions the scientific course at least has been of late materially strengthened. Doubtless it will be long before it will be generally conceded that pupils can acquire as much mental discipline and real culture by means of an English course as can be obtained in the same length of time by the classics. For myself, I fully believe that such an equality will be established in the history of educational work in the future, but an argument to establish the possibility of such equality is not within the scope of this paper. It is enough for our present purpose to remind you that in our high schools we are often compelled to teach English or nothing, since very many cannot, or will not, take the classical course. Then the question "what shall we teach and how shall we teach it" becomes one of absorbing interest. The admirable discipline of classical study is denied by none who really know what it is. The general course of preparation and instruction is fixed and definite; the attention of the student is easily compelled, and the exercise of the discriminative and retentive faculties is almost a matter of course. The pupil easily learns what he must do and how to do it. But with the study of English it is different. It is difficult at first for him to find out what he does not know of the pages of prose or verse assigned him. He has read the three or four pages in almost as many minutes, and he feels like asking, "What else is there to do?" We might, not without profit, direct him to study the etymology of various words in the paragraph, to so carefully observe the punctuation that he can reproduce it from memory, to prepare synonyms, and to memorize certain portions. This we must do, but we must do far more than this, if we hope to make such work useful in the high degree we have stated. The pupil must be helped to appreciate the ideas contained in the pages before him. If it is a worthy selection it is the product of a wise and genial mind in its happiest moment and freest condition; hence it will well repay both teacher and pupil to pause over the page until the secret burden of thought, of tenderness, of logic, of pathos or humor, has been borne to the soul. Happy the pupil, and twice happy the teacher who thus finds food for the mind and heart, instead of resting contented with the dry and empty husks which too often pass for all that is to be gained in this branch.

I would like to call your attention also, for a moment, to the

admirable complement the study of English Literature affords to a scientific course. The strong tendency nowadays is toward what is called "*practical* education," and teachers are often saddened by the apparent impossibility of imparting a symmetrical training; for there are other purposes served by an education besides an increased ability to earn a good living. But we have already alluded to this, the rich and varied culture to be obtained from a close study of the noblest works in our language,— a culture which nothing else can supply, and without which the most exact learning will fail of giving the grace, polish, and dignity of a well-balanced and symmetrical education.

But even did one's experience seem to justify a feeling of ability to do such work as this, yet how hopeless would be the attempt to describe the methods. For myself, while feeling far from satisfied with any results I have obtained, yet I have thought that by presenting some few hints of ways of work that I have found very useful, I might call out other suggestions that would help to give greater clearness and definiteness to the work in this branch.

The language drill in the lower rooms of a graded school is excellent as a preparation for this work in literature in the higher rooms, and the nearer we approach the latter the more should such language drill partake of the nature of that work in the high school, for which it is the preparation.

Most of the work of the first few lessons must be done with the teacher leading and directing the thought of the pupils, by brief explanation and suggestive question or comment, doing this as the lesson is read orally; at the same time strongly urging them to pass no word or expression unchallenged whose meaning they do not clearly understand.

Then close the book and recall the leading ideas of the lesson by catch words. By this I mean words that are so nearly related to the main ideas, that around them will gather the symmetrical thought, as gathers the crystal upon the thread placed in a saturated solution. These words should be placed upon the board, and a few minutes given the members of the class in which to arrange the thoughts in sentence form, while the teacher passes around helping those who may find the work too difficult. An analysis may then be made of a portion of the lesson, carrying the sub-classification as far as may seem necessary.

The grammatical relation of paragraphs may be quickly sketched upon the black board, being careful that time be not wasted in profitless discussion. If such disputes arise, ask the opponents to place their arguments on the blackboard in time for the lesson of the following day, at which time if no agreement can be reached, and if it seems desirable to end the discussion, let the teacher briefly but clearly state his own reasons for a conclusive decision, if the case admits of such.

Then let the pupils attempt to substitute for words or phrases of the book such of their own as may seem to them to convey nearly the same idea, pausing to elicit such remarks concerning the exact meaning of the contrasted expressions and their appropriate use as may seem profitable.

If the selection is poetry a transposition to prose is an exercise exceedingly profitable, affording a really excellent drill in composition. In using this, I have found the following rules of service in directing the efforts of pupils: 1st. Eliminate the rhyme by changing the words or the order of expression; 2nd. Expand the similes or other rhetorical figures that will admit of such treatment, and as often as possible, employ original illustrations in place of those of the text; and, *finally*, add such ideas as may suggest themselves, if they are in strict harmony with the others. Of course, whether it be prose or verse, all historical or biographical, scientific or literary, allusions must be explained.

If the book which is used is not indexed, an analytical index of contents may, after sufficient study, be prepared by the class and pasted inside the cover.

A good expedient for occasional use, is to say to the class, "I will give you two minutes in which to acquire the idea of this page"—making the time correspond to the length and difficulty of the passage.

This will command the perfect attention of almost any class.

The pupils must be taught *how to study,* and abundant work must be done in recitation to show them what they are expected to do, and how it may be done. The plans which I have suggested are such as I have found useful in my own classes, and therefore I can with some confidence call them *practical.* Each teacher must decide for himself how much can be advantageously used in a single

recitation, and what the order shall be, but pupils must understand that each one must present *something* as evidence that he has tried to do the work assigned, however inferior the result may be to that produced by the best in the class.

There are several difficulties in the way of this work which are sufficiently grave to merit attention. First, it may be said that no time or place is allowed. But to this we reply that this study may be so conducted as to include all work in composition and rhetoric, most of the necessary drill in grammar and in spelling, and afford a most excellent practice in clear intelligent elocution. The debating society will furnish all the additional opportunity required for exercise in declamation, if more is needed than class-time supplies.

But we cannot afford to lose the opportunity thus given for storing the mind with noble and beautiful passages.

This should be a frequent exercise and will become one of keenest delight to pupils.

But it may be said that text-books cannot be found or, if that difficulty were met, that such work is beyond the ability of ordinary teachers. A most praiseworthy effort is now being made by book firms to supply this need, and many excellent books are now at hand. We have Rolfe's and Hudson's Shakspeares, Swinton's books of supplementary reading, and an entire set of Hudson's judicious and excellent selections, accompanied by prefaces which combine the finest taste, the most profound learning, with such a genuine and infectous love for pure literature, all clothed in language that transports one by its beauty and its sweetness, that we do not see how any teacher can resist its power. Besides all these, the American Book Exchange is now publishing standard works at the most marvelously low figures.

Doubtless there will always exist a difficulty in procuring teachers, competent to do this work, which I have so briefly outlined, but I am not aware that it is an easy matter to find instructors in any department or any branch able to perform the fine and noble offices of the perfect teacher. Mechanical ones enough there are, whose horizon is bounded by the questions at the bottom of the page in the text-book.

But shall we neglect this great opportunity thus placed in our hands because of the imperfection of weapons?

A great revolution is taking place in the minds of the community, and who knows but we have come into the kingdom for such a time as this?

Rather, let us gird ourselves for added effort to meet this new emergency and by dilligent supervision, illustrative work, and careful and inspiring criticism, strive to supplement the defective agencies at our command.

SUPERINTENDENTS AS INSTITUTE AND ASSOCIATION WORKERS.

(A paper read by Supt. HENRY NEILL before the Convention of Superintendents, at Madison, December 29, 1880.)

The common schools, the graded schools, the normal schools, and the university form a graded series of factors in the educational agencies of the State. The first deals with the child in answer to its earliest claims upon society, for the rudiments of an education; the next two minister to the demands of youth desirous of a training that will fit them for the more responsible positions of life, prominent among which is the practice of teaching; while the university prepares the student for a professional field, and incites him to further pursue the discovery of truth.

If these deductions agree with facts we see that the teaching force for our common schools, is supplied by the graded and normal schools of the State. The former, which furnish nine-tenths of all the teachers of our district schools, are, from the general nature of their courses of study unfitted for giving that special training so necessary to the systematic teacher; while the latter, both in their requirements of proficiency and convenience of access, are too far removed from the present needs of our common schools and the mass of those preparing to become teachers, to be of direct practical benefit. The young man who has the means to attend a normal school, and the mental and physical ability to pass through its course of study, is not likely to remain long in a common school. He soon passes into a higher grade, or turns into a more lucrative business sphere. Thus, graduating from a normal school has almost become synonymous with turning one's back upon common school work.

That this aggregation of normal interests at a few leading centers does not fully meet the demand of our common schools for such training, is evident from the fact that the managers of our educational interests send out semi-annually regular and special conductors of institute work, the design of which is to instruct our lowest grade of teachers in the knowledge and art of teaching.

As accessory to this work the county superintendent should play a very important part. The statutory provisions defining his duties are not only for examinations and visitations, but also for annual institutes. He is required by law to become a worker in the institute, either as principal or assistant. This three-fold character of his duties opens to him a wide field of observation relative to the needs of teachers and schools. In the process of written and oral examinations he discovers the ability of the applicant so far as technical knowledge appears, and at the same time forms an estimate of his probable success in the school room. There are many peculiarities of look, dress, tone, voice, action and passion that betray to the careful examiner unmistakable signs of success or failure. All these he bears in mind and carries with him as a basis of future criticism when he enters the school room. At this point the superintendent begins the second phase of his prescribed duties, namely; school visitation. To his previously acquired knowledge and hypothetically formed opinion of the teacher, he now brings the test of actual observation. The character of the work done is noted, its excellencies approved; its defects criticized and improvements suggested. In addition to this, the drawbacks of the school and the school room are considered and credited, in a negative sense, to the benefit of the teacher.

As a result of these two means of obtaining information the superintendent has a store of facts respecting each teacher and school which furnishes a better basis for effective institute work than can be obtained in any other way. A careful collection of these data will readily reveal certain defects more or less general in a large number of schools. These leading wants in the educational work will give color and direction to his aims in the institute work and constitute one of the main elements of the superintendent's strength in their departments.

If these are reasons why he has a decided advantage over others

in this kind of work, by so much the more is it an argument that he should engage in it. Knowledge is dead if not utilized. To have its effect upon the material world it must be applied; to be productive of good in the mental, it must be imparted and assimulated, to be again imparted and rendered effective. It is of no use that a superintendent observe the condition of his schools and keep that knowledge to himself. That it may have its legitimate results he must acquaint the teacher with his estimate of the work — its excellencies and defects, and in the event of the latter, suggest a remedy. But in nearly every instance of visitation where improvement is suggested to any extent, time is wanting in which to fully explain the better method. If told in brief, the teacher is often too unapt, or too indifferent to follow out in detail the better plan hinted at. As a cure for indolence a public criticism is an excellent remedy; but for unaptness the proper antidote is thorough instruction in the institute or association. Here the superintendent can develop in detail, not to one but to a hundred, his subject and its mode of treatment.

Owing to the superior ability of the institute conductors furnished by the State, the superintendent is more frequently a manager in attendance, or a figure-head in ornament, than a real instructor at the regular institutes. His commonplace ideas of reform, picked up by observing defective methods of teaching in dingy, crowded, country schools, have not crystalized into a finely formulated system of instruction, such as would compare favorably with the more systematically trained instructor. In consequence of this, by a self-denial as ingenuous as it is complete, he resigns to an already overtaxed conductor who would be glad to yield him the time, an opportunity of imparting useful and necessary information. It is only in the less formal association, conducted by himself and his teachers, that the superintendent vegetates and blossoms in all the luxuriance of a spring-time prophetic of an abundant harvest. He recalls the leading defects that he has noticed in his rounds of inspection, and by assigning topics that will lead to discussion upon these, he adopts the natural and familiar method of drawing out the latent abilities of the teacher, and at the same time exemplifies his own methods by actual work before the association. If he can do this when left to himself in the association,

why not when attending the regular institute? There should be no formality in the latter that would prevent the ready participating of superintendent and teachers in practical work; there should be no less at the former than is consistent with dignity and work well planned.

The position taken is not, that superintendents are not qualified to assist, or do *not* assist in the work of their regular institute, but that in many cases having no special training for this kind of work they do not perform the proper share that would seem to be demanded of them. Their acquaintance with the condition of school work would warrant us in assuming that much valuable teaching was lost which otherwise would be not only a great gain to the cause, but an aid and relief to the conductor. The experience acquired here might soon rise equal to the task of conducting regular institutes alone.

The variety and amount of work to be done in an institute is too exhausting for one man, and the first to assist him should be the superintendent.

No one, for instance, is better prepared than he to take up the subject of "classification" and discuss the applicability of the "grading system" to the present condition of our country schools. A great many practical hints on the best modes of conducting exercises in penmanship could readily be made, as he sees this carried on under every variety of circumstance. Even in primary reading and geography, he must have gathered from different teachers a great many useful ideas that could be repeated in a series of exercises with the institute.

Besides this, there are few superintendents who have not some specialty which they feel confident to handle in the presence of any gathering.

In the less formal local associations this latent power of the superintendent finds readier exercise. Experience suggests that organizations of teachers be formed at three or four leading points in the county, their meetings to be held monthly. Let the time of each meeting be fixed by the superintendent, so that it may be the most convenient possible for him to attend as he goes round among the schools. A president, secretary, and executive committee of three to make appointments, arrange programmes, order of business,

&c., should be appointed. Let the time of meeting, appointments, and order of business be published with the minutes of the previous meeting, so that all may come prepared to take an active part in the association.

At such gatherings the superintendent will find excellent opportunities for making suggestions, and exemplifying methods that have a direct bearing upon the every-day work of the schools. Difficulties of a general or specific nature will be presented, and a settled plan of action agreed upon, which will carry with it the approval of official sanction. To such meetings will come many who were unable to attend the regular institutes, and there learn for the first time many of the excellent methods and ideas of teaching introduced by our normal conductors. Through the association the superintendents will become auxiliaries to the normal work, and be the means of bringing to the public mind in the remotest part of the county, thoughts upon the educational progress of the day. Public remark will become more frequent, the teacher's aspirations heightened, and a livelier interest manifested in the cause of all our social and intellectual progress.

All things considered, the superintendent's is an important trust, and the work of the institute and the association a fitting opportunity to show his willingness and ability to discharge the duties of his office. HENRY NEILL.

SUPPLEMENTARY BLACKBOARD READING LESSONS.

No. II.

These lessons should vary as much in style as in matter. Children are pleased with whatever is novel. The size of the children is not a factor in the statement just made.

The following may be given as a riddle lesson:

1. Guess my name.
2. I can sing.
3. I am bright.
4. I have a long nose.
5. I am made of tin.

With this lesson in mind, the teacher may ask the children,—How many would like to guess a riddle?

If the teacher have the right spirit, every hand will be raised, every child will be eager and curious.

The teacher will then print or write the riddle on the blackboard, calling on the pupils to read each line as soon as it is written.

After the reading of any line except the first, the teacher can allow pupils to come to her side and whisper their guesses as to what *can sing*, or what *has a long nose.*

When each child has had an opportunity of guessing, the teacher can mention the names of those who have guessed correctly, and then draw rapidly upon the board a picture of a tin tea kettle.

The curiosity of the children being satisfied on this point, their attention may be again directed to the reading of the lesson.

There are many ways of reading such a lesson. I will give a few of them:

1. The teacher may point to a line and the pupils read.
2. A pupil may point to a line and select another pupil to read.
3. Pupils may read in turn one line each.
4. Pupils may read in order, each one choosing his own line.
5. A pupil may point while the remainder of the class read in concert.
6. The teacher may point for the class to read in a whisper in concert.
7. The teacher may select a pupil to read the entire lesson.
8. The teacher may give the number of some line, without pointing to it, and ask the pupils to read individually or in concert.
9. The teacher may select pupils to read the lesson from right to left.

These different methods cannot all be used with the same exercise, but the teacher can select those likely to be the most pleasing to the children, or devise new methods.

If a short drill in spelling is desirable at the close of the reading, children enjoy selecting words from the lesson and spelling them with closed eyes. They take pride in selecting the hardest words.

When the pupils have passed to their desks, require a reproduction of the lesson upon slates or slips of paper. Do not consider any reproduction complete, that does not show a fair attempt to reproduce the picture.

Oshkosh, Wis. MRS. E. B. BRIGGS.

EDUCATIONAL MEETINGS.

WISCONSIN PRINCIPALS' ASSOCIATION.

Minutes of Session held at Madison, December 28, 1880.

Owing to inclemency of weather, and the absence of Mr. Pray, no session was held on Monday evening, as set down in the programme.

At 9 A. M., Tuesday, the association was called to order. Mr. Viebahn, of Manitowoc, read his paper on "Social Science in Graded and High Schools". No discussion followed. Miss Muzzy followed with a paper, "History Taught to Children."

Principal Stewart made a few remarks on the subject, but no further discussion followed.

A short intermission was then given, after which Prof. W. H. Beach presented his paper, "Teaching Language in Graded and High Schools." A sharp discussion followed, participated in by Profs. Marsh, Briggs, of Oshkosh, Westcott, Schmidt, Anderson, Reed, Viebahn, and Supt. Gray. Superintendent Gray agreed with Professor Beach as to the influence of educated parents, and would therefore always advocate the putting of the best men and women in the primary schools.

Prof. Westcott deprecated the practice of promoting teachers of primary departments into other grades, as soon as they had proved their fitness to be primary teachers. It would be better to pay them higher wages to remain where they were. He would try to get the best talent to go into the primary department.

Professor Schmidt preferred the old A B C method to many of the highly philosophical, but very often unnatural methods tried by many primary teachers nowadays. He ventured the assertion that we could not get the best teachers to go into the primary schools; but Mr. Gray declared that we could if the people would pay them to go there. Mr. Anderson objected to having an object lesson or any other lesson turned into a language lesson. He believed the whole attention of the class should be focalized on the subject in hand. Mr. Emery said that clear vigorous language was the expression of clear vigorous thought. De-

velop the thought, and it would find words for its own expression.

In opposition to the utterance of a weak brother, whose knowledge of newspapers seems to be limited to the cheapest sort, and who therefore objects to children's reading them, Professor Westcott very sensibly declared that he would rather have his children read the substantial parts of a good newspaper, than Bunyan's Pilgrim's Progress, or Robinson Crusoe.

In the afternoon, Prof. Westcott presented his paper, "What Subjects in Natural Science should Graded and High Schools Teach; and what should be the General Method of Teaching the same." Discussion followed. Rev. J. B. Pradt spoke of the difficulties of the teacher in pursuing the work set forth. Prof. Beach spoke of the utility of chemistry in developing thought and enthusiasm. Prin. W. E. Anderson stood by Mr. Beach; he wanted to know, too, in how many directions the education of the child could be carried on at the same time. Prof. Briggs, of Oshkosh, thought that if the pupils were once waked up, they were waked up all over. Prof. Schmidt said the danger of chemical work and its disagreeable features had been alluded to; he found such objections to most anything worth doing. Astronomy had evidently been neglected, while these *savants* were groping in ditches. Here was a field full of interest, not dangerous, as even botany has been found to be by one of Wisconsin's best Principals, accessible everywhere and at all seasons. Supt. Gray thought each teacher should follow his bent. Prof. Daniells believes Natural Science brings the teacher and pupil closer together. Personal contact with the pupil had proved very effective. But the teacher should be considerable of a specialist to succeed. Prof. W. G. Clough gave his experience in chemistry; told how he failed and how succeeded. Success depended on the teacher's enthusiasm and personal experience in the subject. Mr. Westcott owned he found entomology the most available in respect to cheapness and universality.

The thought of all seemed to be that every teacher should do some earnest work outside the books, in some scientific or literary department best suited to his character and opportunity; that such efforts, in any direction, would help in others, and so give the pupils present help and capacity for future usefulness; that much depended on personal contact and influence with the pupils, and on earnestness and experience in the subject. Intermission followed.

Called to order by President Emery. Discussion of the function of the Principal's Association was opened by a statement of the facts of its organization. Mr. Beach told the motives which influenced its separation from the State Association. Prof. Stewart thought, from experience as member and officer, that the results desired could be secured through the general session. E. R. Smith agreed. Prof. Miller thought a division of the work had a tendency to weaken both Associations. Profs. Schmidt and Gould coincided in this opinion with Prof. Miller. Prof. Sprague then read his paper, "Study of English Literature." No discussion followed. The following report of committee previously appointed was then presented.

Your committee would respectfully report the following nominations:

For President, S. A. Hooper, of Port Washington; Vice President, A. A. Miller, of Waukesha; Secretary, W. G. Clough, of Portage; Treasurer, J. H. Cummings, of Sparta.

E. R. Smith,
J. G. Ingalls,
Wm. E. Anderson,
Committee.

Adopted, and on motion of Prof. E. Marsh, those persons were elected.

Secretary's report was made, showing $22 on hand. Report accepted. E. R. Smith moved that copies of the papers read before this Association be requested for publication in the Journal of Education; carried. Moved by Mr. Sprague, that the membership fee of one dollar be remitted; carried, and the Principals in the room were invited to join the Association. A motion to turn over the funds to the General Association was lost. It was then resolved that the special programme be omitted; and instead thereof, the officers of the Association should call meetings at their option as developments might demand.

Adjourned.

I. N. Stewart,
Secretary.

SELECTED.

KINDERGARTEN.

(Commendation by an English Educator on Visiting the Normal School at Oshkosh.)

One feature of the normal school is peculiarly interesting to every one who has at heart the great cause of national education. It is the kindergarten; and to its pleasant precincts I at once determine to devote a goodly portion of my too limited time. The mere fact of its existence under the fostering care of a State institution is a matter of which Wisconsin has a right to be proud. Even in its introduction into England, so much ignorance, prejudice and indifference had to be combatted, that one is pleasingly surprised to find it here an established base of educational groundwork. If parents but knew the beneficent results of the system; if they could see the child's mind begin to expand under its benign influence; if they could watch the reasoning faculties as day by day they develop; if they could see the enthusiasm inspired, the crudities of disposition softened, the better natures awakened, and the bright gleams of knowledge beginning to bud, they would bless the name of Froebel and the royal road to learning he has given their little ones. The greatest obstacle to the popular appreciation of these schools, is that they are so rarely understood. The casual observer sees only a pleasant gathering of little ones, who by song, game, and gesture pass away an hour or two each day, out of mischief and probably under the mild influence of a very indulgent discipline. He does not see that the very foundations of all logical thought are being laid, nor does he catch the intricate beauties of a method that has long been endorsed by the greatest educators the world has produced. How can he tell as he watches the pretty school gambols that his child is being unconsciously led to think, to compare, to analyze, to construct, to criticize, and to perfect; or that in its nature are being raised such habits of order, cheerfulness, ingenuity and self-responsibility that time can never obliterate? It is true that some Kindergarten schools have failed. Why? Because there is such a lack of good teachers. It is not everyone who can conduct a school of this character. It needs a person possessed of unflagging animal spirits, of bright, child-loving nature, of perfect freedom from external cares, of unlimited patience, and of intense enthusiasm. It is not mere graduation at a Kindergarten college that will fit a teacher for such a position. There must be vigor, snap—and we had almost said the buoyancy of youth—but the memory of a noble woman with grey hairs in the far-away, crowded city of Birmingham, who to this day, though nearly sixty years of age, leads scores of little children through the flowery paths of a Kindergarten, forbids the assertion. Some people are never old; like

Oliver Wendell Holmes, they live a life of protracted youth. Animated with these reflections, I was prepared, perhaps, to be a little hypercritical in my observations at Oshkosh. I confess to having gone many a mile out of my way, on more than one occasion, to see some vaunted Kindergarten, which on nearer approach turned out to be a mere modified plan of the old method of infant-teaching, learned with a little gesture, song and object lessons. Here, however, was the real system. The teacher, Miss Talmage, one of Miss Blows' graduates from St. Louis, was — well, when I have said she showed that she was a superb Kindergarten teacher, I have said all that is necessary in her praise. How pleasant, too, to one who understands the thing, to watch the little children go through their daily exercises with such relish and vim, to hear them say their "good morning" so prettily, was in itself a lesson. Then their song, their little prayer and the chanting of the simple words of the Golden Rule. Now watch them take to their "occupations," their sewing, weaving, platting, gift-lessons, and block and stick building. What are those little ones doing there? Why, says a casual observer, they are playing with blocks, just as they do on the nursery floor at home. Are they? Do you know, most skeptical of men, that under guise of that pretty game they have just had a lesson in vulgar fractions that they will never forget. That small boy with the blue eyes, can tell you exactly what an eighth, a tenth, or a sixteenth of that heap represents, and I'll guarantee that you could not have made him understand the same by the old method without much ingenuity on your part, and much confusion on his. There are, we learn, nineteen scholars in regular attendance. One need not ask if they are happy and enthusiastic; and we feel pretty well assured that if their parents were interviewed, we should be corroborated in asserting that they were glad when school time came. The success of the system in this institution will be of immense consequence throughout the northwest. At teachers' institutes, state associations, and similar professional gatherings, the method is talked about and commended and strongly supported — in words. It needs some vigorous, enterprising schoolmen, who understand their business, to establish schools of this character under the charge of suitable teachers. To such we would say — first go and visit Oshkosh.— B. B., *in Oshkosh Northwestern.*

TEXT-BOOKS AND THEIR USES.

The human race has been constructing this ladder of human experience and science for more than six thousand years. If we decline to use this ladder, and try to make one for ourselves, we shall not do much more than the first generation did; while with the aid of this ladder, in our school years, from six to twenty years, we may traverse and verify the entire length of this enormous period of human life.

The text-book, then, may be always regarded as an aid to the school,—a most potent instrument for good; enabling the bright pupil, even with the worst methods of instruction, to participate, by his own efforts, in the recorded experience and wisdom of mankind; helping even the dull and stupid to some extent; under the highest method—that of investigation—rapidly stimulating the powers of self-activity in the child, so that he becomes able in interpreting and comprehending the results of others, and in add- new discoveries and new ideas to the aggregate product of his race.

Two objects to be obtained in the study of the text-book thus appear. The one, the substantial or objective one, is the occupation of the mind with truth, with what has been tested and found essential to civilization. The other phase is the self-activity of the pupil, the element of subjective growth in perception and thinking. For a spiritual being, nought exists except what occupies his self-activity. He must act upon it and make it his object. What he does not comprehend is no truth for his consciousness. The side of self-activity of the pupil is, therefore, indispensable, but it is not everything. Self-activity without an objective substantial result is a mere formal activity, and does not result in education in any high sense of the term.

There must be a union of formal and substantial in school education. The what to study is as important as the how to study. The course of study and the proper order of studies belong, therefore, to the substantial side of education, and form an object of pedagogic study quite as important as the investigation of the method of instruction.

"Text-book instruction" is the form of instruction adopted by the deep instinct of modern society, as the most direct and effective method of initiating the individual man into spiritual participation in the activity of his race. By it our system of instruction is best enabled to secure what is substantial, without sacrificing the formal.—W. T. HARRIS, *in* "*Education.*"

TRAINED TEACHERS.

There is now a balance of $316,000 in the State Treasury of Illinois, chargeable with only the expenses of the State Superintendency from this time until next July. The State Superintendent of Public Instruction recommends that after reserving the expenses of his office for the time specified, the remainder, say $310,000, be appropriated for the erection of three more normal school buildings, in as many different parts of this State. He says suitable grounds can be obtained, and a building every way adapted to the wants of a normal school of four hundred pupils, and the model school, which should be connected with every such institution, can be put up and properly furnished for less than $100,000.

Let us see what are the arguments for such an expenditure. There are now 22,255 teachers in the public schools of Illinois. Of these 17,347 were employed last year in the ungraded schools. A large proportion of the teachers of the graded schools, have received some preparation for their work by completing the full course of primary, intermediate, grammar, and high school instruction, supplemented in places by a few months in a normal class. As the greater part of their course was pursued when their minds were immature, and when they had no thought of becoming teachers, such training can hardly be regarded as a substitute for the professional training of a good normal school. Recruits of this sort enter the ranks of teachers as empirics. They are to learn how to teach at the cost of the tax-payers in the most irrational and expensive way possible, picking up their trade at the expense of the public financially, and at the expense of the children mentally and morally. But, if this may be said with truth of the graduates of our city high schools, how shall we characterize the practice of of supplying our country schools with teachers taken, for the most part, from these same schools. The question, what shall be done to improve the country schools? comes up from all parts of the country as a continual plaint. It is safe to affirm that very little can be done to improve them so long as they are filled, from year to year, with pupils taken from these same schools utterly untrained for their work. It may or may not be of advantage to the larger country schools to introduce certain features of the graded system. Only give them instructors schooled for their mission, and everything else can be trusted to their common sense and the counsel of a good county superintendent.

The State Superintendent in his forthcoming report, plants himself right here, and exclaims: "Illinois, in its constitution, has deliberately committed itself to the principle that the State should undertake the public education of its children. It has established a system of public schools. For the support of these the people of the State are taxed under the laws over $6,500,000 annually. By so doing the State practically compels the people to educate their children in the public schools; for few people can afford to pay their school tax and at the same time pay for their children's tuition in private schools, even if the private schools were not, except in large cities, virtually suppressed by the free tuition of the public system." The logical sequence of all this, Mr. Slade thinks, is, that it is the duty of the State to see that good teachers are provided for the schools it compels the people to support and patronize. If there is any fallacy in this conclusion, we are unable to discover it. All other countries that have established a system of free schools have adopted this doctrine as the corollary of such a policy, and provided for the training of teachers. France has 86 normal schools; Italy, 115; England, 41; little Belgium, 23; Switzerland, 32; coming back to our own country, Massachusetts, with 311,528 pupils enrolled (more than her total population of legal school age), and with only 7,537 teachers, has 5 normal schools;

Pennsylvania, with 935,740 children enrolled in schools, and with 21,210 teachers, has 10 normal schools; while Illinois, with 704,041 pupils and 22,255 teachers, has but two normal schools, and both of those south of the centre of population. If this does not look as if we need more normal schools or none; as if Illinois is behind the age in this regard, or all the most enlightened nations, so termed, have gone daft, we have struck a conundrum too deep for us, and give it up.—*Inter-Ocean, Feb.* 10.

WHO SHALL TEACH THE LOWEST GRADE OF SCHOOLS?

People are beginning to understand the value of primary education; and it is an ominous fact that the most important improvements in methods of teaching, which have been made of late, are chiefly confined to the lower grades of instruction; where, in fact, improvements are most needed.

The masses of the children under training are in the lower grades, and only a small portion of them ever enjoyed the training of the higher grades. These masses are in the most needy and helpless condition, so far as training is concerned, and as they are destined to remain in school the shortest time, it is eminently proper that they should enjoy the best opportunities for such training as they are able to receive.

Some of our teachers of high culture and successful experience, may consider it small work, and beneath their dignity, and contrary to their ambitious aspirations, to be employed in training children in the lowest grades. If so, they have mistaken the mission and real work of the teacher. What parent having a sick child, prefers to trust the life and health of his child to a young and inexperienced physician, who has just received his diploma? What mechanic will trust the planning and laying out of a splendid edifice to his apprentices? When we wish to commemorate the illustrious deeds and character of a patriot, a statesman, a warrior, we seek the artist of the greatest genius and experience and skill to make the design and block out the work, and we employ any workmen who can use the chisel well enough, to finish the statue or monument.

So in teaching, or moulding the young, undeveloped mind, and in giving it a right start in its educational growth, the most mature, experienced, and philosophical minds, stored with the ready knowledge of all that such young minds need, should be employed to give the first instruction. The young teacher who has just graduated with honors of the high school and of the normal school, and who has mastered the branches taught in them, is better prepared to teach pupils in the higher grades than in the primary grades. It is a demonstrated fact that the well-educated, experienced, and successful teacher, can teach and train the ignorant

primary pupil with vastly better success than the young and inexperienced teacher, however well-educated. It is a fact, also, that the chief dificulties which the teachers of higher grades meet, arise chiefly from the miserably defective primary training of their pupils.

The reason why such a large portion of pupils come from the public, and other schools, so poorly fitted for any kind of business in life, is that during the whole of their school life they were under the training of unskilled and inexperienced teachers. These are serious facts, and they show plainly that the usual plan of appointing teachers should be reversed.

But let it be understood, in this case, that the salaries should not be graded, as the schools are usually graded; for, as the best teachers should teach the lowest grades, they should have the best salaries; and this would give dignity to primary teaching, and insure more than twice the amount of useful training now realized in the same time.— *The Primary Teacher.*

WRITTEN EXAMINATIONS.

Our city public schools have been greatly improved by the monthly written examinations which have been systematically observed in the higher departments during the last two years. The method pursued entails labor upon the teacher, but it pays in the progress of the scholar and in the satisfaction which results from successful effort. The results attained are:

1. Improved penmanship — both in neatness and legibility.

2. Improved orthography — particularly in the spelling of proper names. The exercise in geography has been particularly useful in this respect. The examination of a great many papers showed good work. Capital letters came to the front when they were needed. The states with hard names, Saxon, Celtic, or Indian, were generally correctly written.

3. Greater accuracy of expression. Children have learned that English grammar is something more than a dry text-book — that the art of speaking and writing the language correctly is the central fact.

It is not an exaggeration to say that the written exercises in our Grammar schools during the last session, were far superior to any average work which could have been done in those departments before the introduction of the present methods.

This is encouraging. Let the good work go on. A word of caution may not be amiss. Do not make the exercises too long — so long that the scholar will come to regard the examination with dread, as a laborous and exhaustive tax upon the physical and mental powers. Two hours work, real, active, faithful work, will be sufficient. Much can be done in two hours — at least sufficient can be done to assure the intelligence of the scholar and satisfy the requirements of the teacher.

2. Let the work be faithfully done. Do it cheerfully. Make the scholars interested in their part, by an exhibition of interest on the part of the teacher. Let the mistakes, after they have been corrected by the teacher, be written upon the blackboard for the benefit of the entire class.

3. Be careful in the selection of the questions. This work cannot be left to the chances of the moment. Sound judgment and wise discretion are needed in the choice of questions for examination. Do not strike above or below the average capacity of the class. The aim is a review of past work as a reasonable departure for the future. If your questions rule out all but the few bright ambitious pupils, you will gain nothing.

4. The examinations are for the scholars, for their encouragement or warning. Let the weak be helped, the strong quickened, and try to make the exercise in all its parts conducive to the general good.—*Louisiana Journal of Education.*

MORAL LESSONS.

It is supposed by many teachers that a "goody-goody" talk once in a while is all that the moral side of the pupil's nature needs. What a mistake! Not only it does not educate, it does harm. There is a general feeling getting abroad that something exact, effective, progressive, and philosophical, is needed. It has been supposed that the same means that are used to promote religion must be used to promote morality. This shows that the two have been confounded. So that the reading of the Bible, the prayer, the hymn have been retained with the idea that thus morality would be nourished.

The field of morals is distinct. There is such a thing as moral truth and obligation. There are certain things a man *ought* to do, or he is a degraded being. He owes to himself certain obligations and these he must meet. In order to make the matter very plain and practical, I have mapped out the field of morals.

I. Take care of thyself.

(1) Do not injure the body by compressing it—by intemperance, vice, or suicide.

(2) Do not debase the mind by vanity, jealousy, hypocrisy, or false honor.

II. Cultivate yourself.

(1) Dress and eat properly, be careful, take exercise.

(2) Your mind—overcome stupidity and heedlessness, or rashness, or credulity.

(3) Grow in taste, science, and morality.

III. Do good to others.

(1) Be honest, charitable, and grateful.

IV. Honor others.

Do not be arrogant, or scornful. Do not ridicule, or defraud, or lie, or slander, or be censorious, or vulgar.

To mark the duties that fall under this summary plan, a suitable anecdote should be related which will embody the duty. It is one of the mistakes that a teacher thinks he can give the scholars a "little talk" on right doing without any preparation.

It seems easy to do it, but it isn't. The proper way is to collect from the newspapers stories, anecdotes, etc., which he can use. They are bricks, and he may build them up into an edifice if he has the genius of teaching. It is another mistake to go unmethodically at work. There should be system in his moral teaching. He should, it is true, take hold of the place that seems to most need his attention, but the whole edifice needs raising.

Suppose the teacher decides on *honesty*. He should select a suitable story, that would show the result of dishonesty. Tell it forcibly and clearly and draw the lesson that wrong-doing of this kind leads to misery. Then let him leave it—with the impression strong in the pupil's mind.

BREADTH AND TECHNIQUE.

We were just a little surprised to find the following in the *N. Y. Independent:*

"That there is something superficial in our public schools is beyond question; but the chief cause we think, is that the present system of taking teachers from normal schools puts the work of instruction into the hands of men and women of a narrow culture, who have technique but not breadth."

Admitting the charge of superficiality in some degree, without discussing its extent, the cause assigned will certainly be new to many who have given attention to educational matters.

We are not set for the defense of normal schools; they have their defects of various kinds and degrees, but they are entitled to fair treatment as well as others.

1. We doubt the existence of any "system of taking teachers from normal schools," that is at all general, and they form a very small part of the teachers of this country.

2. We doubt whether the graduates of the normal schools will, as a class, compare unfavorably, in breadth of culture, with those that have never attended such schools.

3. We doubt whether normal schools generally teach that technique should be substituted for breadth; if so, they are in need of immediate reconstruction.

4. We doubt whether "breadth" without "technique" will succeed as well as the two judiciously combined.

5. We doubt whether the editor knew whereof he wrote, well enough to justify the quotation above.—*Platteville Witness.*

Prof. Beck has answered the *N. Y. Independent* "well and wisely," but while we agree with him in most points, we differ in a few. We were not surprised, even a little, at the sentiment ex-

pressed in the *N. Y. Independent*, and we believe the editor knew enough of normal schools to "justify him" in the opinion.

We have heard the statement made, that a college or university course was not to be desired by the side of a normal school course, and such remarks as these, with the intense desire manifested to make normal schools "*purely professional*," has had much to do with such opinions as those expressed by the *N. Y. Independent*.

Teaching will never be a profession. It is an art, and the sooner it is recognized as such, the sooner will the narrowness be remedied. When normal schools, like art schools, instruct only such as have a decided talent for their calling, they will fall into their proper place.—*H., in Brodhead Independent.*

USE OF BOOKS.

There is a giving way all along the line. The old idea represented the teacher as holding a book in his hand; and this was strictly correct. Publishers of text-books say they could not sell a volume that was not printed with questions. This shows the use to be made of them. The teacher holds the book, reads off the questions, and the pupil replies. Now, it is not to be denied that considerable good is got by even this process. True, there is in it little *teaching;* it is nearly all *instruction*, and some of it misunderstood, and some not understood; but it still answers a good purpose. The trouble has been in getting those who could teach; they have been scarce. The lesson hearers have been plenty. The teacher may use a text-book, but he does not absolutely need one. His objective point is the pupil's mind; he questions to ascertain its condition; he finds it needs information, so he can continue to work it, and so he puts the information before it.

One is sometimes reminded of a man exercising a young colt. He puts him through various evolutions that he has learned before; he adds new ones. He finds him somewhat exhausted, and so rests him and feeds him that he may exercise him still more. The grand idea is of culture, expansion, joy, and power.

So of teaching. The teacher who leans on the text-book is not free enough. It is like the amateur doctor, who goes to the bedside with book in hand and attempts to determine whether the patient has the typhoid fever, or is suffering from a sprained ankle. He is befogged by details. The physician knows the body as a watchmaker does a watch. The teacher should know the mechanism of the mind, and use instruction as a lever to start it into activity. The text-book kills both teacher and scholar, if much used. A few years, and it will be hard to find one who walks up and down with his eyes alternating between question and answer. The teacher will emerge from the unprepared state in which he is at present.—*N. Y. School Journal.*

PLATITUDINOUS PONDEROSITY.

The *New England Journal of Education*, in a serio-comic lecture, gives its readers some good precepts, "beaten in" with examples:

In promulgating your esoteric cogitations, or articulating your superficial sentimentalities, and amicable, philosophical or psychological observations, beware of platitudinous ponderosity.

Let your conversational communications possess a clarified conciseness, a compacted comprehensibleness, coalescent consistency, and a concatenated cogency.

Eschew all conglomerations of flatulent garrulity, jejune babblement and asinine affectation.

Let your extemporaneous descantings and unpremeditated expatiations have intelligibility and veracious vivacity, without rhodomontade or thrasonical bombast.

Sedulously avoid all polysyllabic profundity, pompous prolixity, psittaceous vacuity, ventriloquial verbosity, and vaniloquent vapidity.

Shun *double entendres*, prurient jocosity, and pestiferous profanity, obscurant or apparent.

In other words, talk plainly, briefly, naturally, sensibly, truthfully, purely. Keep from "slang;" don't put on airs; say what you mean; mean what you say; *and don't use big words!*

DRAWING IN THE WHITEWATER SCHOOLS.

I doubt whether a large number of the patrons of our public schools, know of the present successful teaching of drawing in them as conducted by the efficient corps of teachers employed. Of late years, drawing has come to be an important branch of the child's education, but as yet, few of our village schools have made much progress in the teaching of it. The Whitewater schools are an exception. Samples of the work done in the various departments, were lately shown at the State Teachers' Association and attracted attention. I have since received further inquiries regarding work and material.

We must not mistake picture making for drawing. Pictures are always made by drawing, but there can be a great deal of drawing without making pictures. The object of drawing is to give children greater skill in using their hands, greater accuracy in using their eyes, and a higher taste in regard to all the material things which tend to raise life above mere living. The person who is skilled in all departments of drawing, has the power to readily turn his hands to any kind of work, and to do it well after little practice. He is not a machine made for one purpose and capable of doing, like a sewing machine, one thing. He is enabled more

accurately to judge, by the eye, of distance, size, form, and weight. He has the power to design or plan, to invent and to arrange.

Whitewater is essentially a manufacturing town, and in the future is to grow in such pursuits. The greater the amount of drawing and the better the instruction given to the school children of to-day, the better and more artistic will its manufactures be in the future. It is the interest of all to heartily encourage the work of drawing in the public schools; first of all, the parent who loves his child and seeks to widen his field of usefulness; second, the manufacturer who gains by greater skill in workmanship; and third, every other citizen who has an interest in Whitewater and in the general improvement of our people and their wares.

W. S. JOHNSON, *in the Register.*

OLD SETTLER'S MEETING.

An ex-professor of our State university, and an old settler, walking under huge umbrellas in a drizzling rain recently, met in one of our streets, when the following dialogue took place:

Ex-Professor.—Did you ever hear of such an officer as pathmaster?

Old Settler.—Yes, sir.

Ex-P.—What kind of an officer is he?

O. S.—He is an officer that collects the road tax and works the highways.

Ex-P.—Oh yes, I understand; in New England he is called road surveyor. Did you ever hear of a game called seven up?

O. S.—(After cudgeling his brain a moment), I have an indistinct recollection of having somewhere heard of such a game.

Ex-P.—Is it a game of cards?

O. S.—I can't be positive, but from the sound, think it must be; (and appealed to a popular druggist standing in his door, to know if he was correct.)

Ex-P.—Is there any other name by which the game is sometimes known?

O. S.—(Putting his finger to his forehead in deep thought)—Yes; I think I have heard it called old sledge.

Ex-P.—Exactly. That is just what I wanted to know, for I have heard it said that the reason Gov. Randall did not stay as minister to Rome, was because he could find no one there that knew how to play old sledge; (and the professor turned to walk away.)

O. S.—(Calling after him)—Professor, if there is any other one thing in this world that you do not know, call on me and I shall be happy to enlighten you, for everything that I do not know, you do, and between us both we know it all; (and they walked away as solemn as if returning from a funeral.)—*Madison Democrat.*

THE principles underlying the true method of objective teaching are those derived from the theories of Pestalozzi, who declared that "the culture of the outer and inner senses is the absolute foundation of all knowledge, — the first and highest principle of instruction." These ought to be thoroughly understood by the teacher, and kept constantly before him in his work, being regarded as a standard by which every lesson is to be tested. The principles are variously stated by different authors, but as clear and correct an enunciation of them as any we know, is the following:

1. Cultivate the faculties in the natural order.
2. Do one thing at a time.
3. The child, not the teacher, should do the work.
4. Be thorough.
5. First gain the idea, then the expression.
6. Cultivate language.
7. Separate every subject into its elements.
8. Present the subject in the order of dependence.
9. Proceed from particulars to generalities.
10. Proceed from the concrete to the abstract.
11. Proceed from the simple to the more difficult.
12. First synthesis, then analysis.

—*Educational Voice.*

NEWSPAPER ENGLISH.

What the editors write in haste, let the boys and girls in school correct at their leisure.

"They gave him a banquet in his honor."

They can get tickets at an amazing low rate.

They have both pine and hardened lumber for sale, cheap for cash.

The rendition of the "Creed of the Bells," "The New Church Organ," and "Brother Watkins" was pertinently a treat.

There is little probability of any such law being passed, if there is, those entitled to additional bounty, will more safely trust its collection to an agent that he knew.

The number of folios of laws certified to by the public printer, was four times smaller than the number certified to by the legislative officers as having been enrolled by the various copyists.

It was a mild expression to the fact that astonished our people on reading the ordinance, passed by the village board, allowing the

use and occupancy of billiard tables within the incorporation. We have lived under municipal rule for nearly fifteen years, and this is the first instance where the fair fame of ——— has been tarnished by the word "license" upon its escutcheon. We realize the fact that ——— can no longer be called a "no license town;" a living record that we all have been proud of. It is no wonder that we hear the horrid exclamation, "oh, shame!"

THE LITTLE STATE of New Jersy is acting in the right direction inasmuch as by recent enactment, it offers twenty dollars to each public school with which to start a library, providing the district raises as much more. This is to be followed by ten dollars more each year upon the same conditions. The amount, to be sure, is small but much good may result.

A TEACHER who wishes to be accomplished and successful must have three qualifications. He must be on fire with his subject, must love the labor of instruction, and must consecrate all to the best interests of his pupils. To have these qualification, he needs a vigorous and flexible mind, a quick perception of character, a masterly knowledge of ways and means, and tact, skill, and grit.

TEACHING is the process by which one mind exercises, incites and developes the mind of another. Some do it by their presence merely, some by their conversation,—these are rare. Others make a special business of it. They excite the curiosity, they demand thinking by putting questions, to answer which the pupil studies. True teaching keeps ever the growth of the child in view. It does not do a thing for routine's sake,—it does it as Christ told parables. The greatest work of the world is teaching. It is so great that but few can do it. It is the most exhausting of all kinds of work. It demands will-power, sympathy, insight, kindliness, sweetness, and yet stimulation.

THE FOLLOWING words are often mispronounced. It will be well for the young reader to look them out in the dictionary, and fix the right sound and accent:

Usually, zoology, yolk, virago, turbine, tour, trow, tiara, thyme, telegraphy, tassel, suit, strata, soot, sonnet, soiree, salmon, romance, robust, repartee, raspberry, pristine, radish, rapine, prairie, polonaise, plateau, pianist, piano-forte, orang-outang, orion, orchestra, nausea, naivete, mogul, libertine, leisure, jaguar, heinous, homœopathy, height, giraffe, ghoul, finesse, European, equipage, encore, ducat, dishabille, Ægean Sea, Marmora, Mount Cenis, Moscow, Potosi, Port Said, Pompeii, Odessa, Nueces, Edinburg, Ecuador, Ivry, Messina, Bombay.

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

Q. If the district votes to have school commence in March can the board put it off till May?

A. The district determines, if it chooses, as to school terms (430—14). The board should carry out the will of the district in the matter as nearly as it can. A postponement of two months would be inadmissible.

Q. Can a district vote a tax for a two months German school, in addition to five months English school, and could such tax be collected?

A. There is no authority for voting such a tax, and its collection could not be enforced.

Q. How is a teacher's certificate to be annulled, if he is not teaching at the time?

A. The law seems to suppose a teacher is always teaching. But if persons holding certificates and seeking schools are charged with immoral conduct, the superintendent should not wait till such persons actually obtain contracts and commence teaching, but try the charges. If sustained in any case, the certificate should be annulled, and notice may be filed with the town clerk where the teacher resides; it would also be quite proper to give public notice of such annullment.

Q. What is the effect of closing public schools in consequence of epidemic disease; can the teachers claim wages for the time lost? Can they continue the school, and make up the time, after the time named is out? Can they be obliged to thus continue?

A. Where a school is necessarily suspended for the reason named, it would be regarded, to use the language of the law, as the "act of God." The effect is to suspend the contract entered into. The teacher probably could not recover wages for time thus lost. The board could not compel the teacher, the teacher could not compel the board, to continue the school beyond the time named. The loss in such cases is mutual. It falls upon people, children, and teacher; but a compromise is proper, and some liberality may reasonably be exercised towards the teacher.

The answer given above proceeds upon the supposition that a term or year of school is to begin and close at a certain time. It is presumed that in case of the interruption of a school for a few days only, by an epidemic, or other Providential cause, the time, by mutual arrangement, might be made up.

Q. I am not satisfied with your answer, that a clause at the end of a contract to the effect that the board may dismiss the teacher when he ceases "to give satisfaction," is of no force; please explain why not.

A. It is perhaps sufficient answer to say that the supreme court quite recently so decided. The decision is not yet reported, but we suppose the reasoning may be like this: Under the ordinary form of contract, a board, for the district, agrees with a qualified teacher to teach the school, and "for such services *properly rendered*," to pay him so much. The teacher undertakes to do certain work, and to do it properly. The board has a right to judge whether the teacher fulfills his contract—performs his work. If he fails to do so, the board may terminate the contract, but of course must hold itself ready to show that he has failed. The power to terminate the contract, for cause, is all the power the board needs. That the teacher in this case has failed to "give satisfaction," follows as a matter of course. To put the clause mentioned into the contract is superfluous, and so inoperative and void. The points of the decision by the court will be given as soon as reported.

HISTORICAL DEPARTMENT.

THE MONTH AT HOME.

On February 9th the members of both Houses met in the Representatives' Hall, to count the electoral vote. Everything went off smoothly, and Garfield and Arthur were declared duly elected, after the vote had been announced in two ways; viz.: As including and as excluding the vote of Georgia, whose electors voted on a wrong day owing to a State law.

Justice Swayne of the U. S. Supreme Court has retired, and the President has nominated Stanley Matthews as his successor, whose confirmation by the Senate, however, is doubtful.

On March 4th Philetus Sawyer will succeed Angus Cameron as U. S. Senator from Wisconsin. He will be one of seventeen new men to enter the Senate at that time.

Perhaps the most important measure now before congress, is the Funding Bill, which provides for refunding $687,000,000 of the public debt at a lower rate of interest. The bill as passed by the House fixes the rate at 3 per cent, but the Senate proposes 3½ per cent instead.

The great event of the month in the commercial world has been the consolidation of the three great telegraph companies of the country, the Western Union, American Union, and Atlantic and Pacific, under the management of Jay Gould; whether the result will be as unfavorable to the business public as many fear, remains to be seen.

It is proposed to hold a World's Fair in New York in 1883.

A bill is pending in Congress for the division of Dakota along the 46th parallel, and the admission of the southern half as a State.

THE MONTH ABROAD.

England continues to be the scene of tribulation and excitement. Her two South African wars, with the Basutos and the Boers of the Transvaal, make little favorable progress. At present, the Boers seem to have the advantage of Sir George Colley, the English commander. The king of Ashantee has also proclaimed hostile intentions.

But the Irish question remains the great center of interest.

Parnell's party in the House of Commons numbers only 35 out of a 105 Irish members and a total membership of 600. So small a squad would seem to be wholly powerless, but by adopting a persistent policy of parliamentary obstruction, they have been able to seriously embarrass the government and delay its legislative measures.

Their resistance to the Coercion Bill proposed by the ministry, was so stubborn and protracted that it was only overcome by what has been called "the Speaker's *coup d' etat*," which consisted in his taking the responsibility of stopping debate after a continuous session of forty-two hours, and putting the question to vote.

Later Parnell and all his followers, one after another, were suspended from the privileges of the House for defying the speaker.

The excitement caused by this was still further increased by the arrest of Michael Davitt, a prominent leader of the Land League. Davitt is an American Fenian who was tried in 1865 and sentenced to fifteen years' imprisonment, but was released on ticket-of-leave after serving out eleven years. He has been remanded to Portland prison.

The Russians, after a two weeks' siege by General Skobeloff, have captured Geok-Tepe, the chief stronghold of the Tekke-Turcomans, and are invading Turkistan. Their evident designs against the city of Merv, are the cause of some uneasiness to England, lest the movement should extend to Herat and thus menace her Indian empire.

In France, the municipal elections have resulted favorably to the moderate wing of the Republicans, the Gambetta wing.

In Spain, the ministry of Conovas has been displaced, and a new one formed from the Liberals, with Sagasta and Campos as the leading members.

Thomas Carlyle, perhaps the most famous literary man of his generation, died at Chelsea, near London, Feb. 5, in his 87th year.

NORWAY AND SWEDEN.

The king of Sweden is also king of Norway, but he is neither a Swede nor a Norwegian. He is not even a Teuton.

Jean Bernadotte, a private in the French army in 1780, was general in command of the troops in Paris when Napoleon I. made his famous *coup d' etat*, and did not prevent it. This put Bonaparte under obligations which he could not ignore, though he disliked and feared Bernadotte. To get him out of the way, he contrived in 1810 to make him joint king of Sweden with the heirless Charles XIII.

In 1814, Bernadotte compelled the reigning king of Norway to resign, and made himself regent of Norway as well as of Sweden. In 1818, on the death of Charles XIII., he began ruling alone under the title of Charles XIV. The present Swedish king, Oscar II., is a grandson of the French Marshal, Bernadotte.

Sweden is a constitutional monarchy; Norway is another. They have nothing in common, politically, but their king.

In Sweden, there is a tendency towards "a closer union of the two countries," which means a complete subordination of Norway. In Norway, the tendency is, naturally enough, in the opposite direction. At the present time, a struggle is going on between the Norwegian storthing, or parliament, and the king.

According to the Norse constitution, any measure to amend the constitution becomes a law if passed by three Storthings after new elections. Three Storthings have now passed an amendment requiring the ministry, the king's cabinet for Norway, to take part in the proceedings of the Storthing, thus subjecting them to interpellation and to more direct responsibility. But this action King Oscar sees fit to disregard. This disagreement between king and commons constitutes what is called "Norway's Constitutional Struggle," on which an interesting article may be found in *Scribner's Monthly* for February.

EDITORIAL.

The following from the new Governor of North Carolina to the Legislature of that State, shows how the importance of education for the masses is at last being realized by the South. These utterances have a very familiar sound to our northern ears, but it seems like a new revelation to hear them from such a latitude. Take these words in connection with the late speeches of the new

senator, Brown, from Georgia, on educational topics, and we have something more than straws showing which way the wind blows; — indeed, they seem more like trees coming up by the roots, that show the violence of the wind as well as its direction: "A grave responsibility rests upon you in this matter. How will you meet it? Will you send back word to your constituents there is no hope, or will you bid them say to their children that the school-teacher is coming? Will you continue to crowd your penitentiaries and jails with criminals rather than your school houses with children? Decide, I pray you, in favor of intelligence and virtue, against ignorance and vice. That virtue is the companion of intelligence, and vice of ignorance, our own observation, as well as the statistics of our penal institutions demonstrate. If you doubt it, go to your penitentiary and search its records, so full of instructive lessons. Since it was first opened in January, 1870, up to November 1, 1880, 3,822 convicts have entered its gates. Of this number, there were 3,329 who could not read, 3,277 who could not write, while only fifteen had a good, one an ordinary, and two a collegiate education. Your jails and your criminal courts furnish the same overwhelming testimony. It is either taxation to support the schools, or taxation to support the penitentiary and jails. It is either money for the child, or money for the criminal. Which shall it be?" When Georgia and Rhode Island shake hands across the bloody political chasm and stand together in the interests of education; — when North Carolina and Massachusetts agree on the question of public education; — when the South admits that New England has dominated the West, and so the Nation, by raising ideas as well as factories along her streams and among her hills, surely the educational horizon widens and a brighter sun lifts itself into the steadily clearing sky.

"The Minneapolis *Tribune* contains an editorial expatiating on the recent refusal of the Senate of the Minnesota Legislature to confirm the nomination of a clergyman for the office of State Superintendent. It draws the conclusion that the prominent cause of this rejection was the fact that the gentleman was a clergyman; and it then turns upon the present Principal of the State Normal School at St. Cloud, representing that there is trouble there, growing out of the fact that the Principal is a clergyman. It says: "Whether or not the evils complained of are purely the result of that indirect and unconscious influence which, owing to their peculiar training, habits of thought, and association as clergymen, they cannot avoid exerting over their associates and students, the objections remain, and should be removed. Whatever gives occasion for the charge, or even the suspicion, of sectarian influence in a public school or a system of schools, is an evil. To place the apostles and propagandists of any sect or creed over our schools is, *per se*, a promise and a provocation of suspicion and sectarian jealousy just where we need the perfect unity and co-operation of all classes."

All that *The Inter Ocean* has to say is: Let the question whether a man is a

clergyman or a layman, a Republican or a Democrat, have nothing to do with the determination of his fitness for the principalship of a Normal School, or any other kind of a school. The spirit that renders sectarianism odious is by no means confined to sects. It often exists in its worst type among those who are loudest in their outcry against sectarianism. Let school superintendents and school principals stand or fall on their merits as educators, and on that alone."

We agree with the *Inter Ocean* as to the main question, but we insist that neither a man's bigotry, nor his liberalism,— neither his faith, nor his infidelity,— neither his religion, nor his irreligion,— neither his orthodoxy, nor his heterodoxy, have any warrant to be put forth directly or specifically in the public school work of the State. What they make him morally and intellectually, will be seen and felt in his daily life and labor, and if he is found wanting in these respects, he must go to the wall. Every man pays the penalty, or reaps the benefit of his early training, and his later occupation, or profession; and if either prevents him in any way from being a school man first,— if either hinders the subordination of the lawyer, doctor, or minister to the superintendent, or teacher, then the man is out of place in the public school work.

This is not a question to be settled by discriminations against a certain class of men without regard to individual fitness. To say that no minister should become a superintendent, principal, or teacher in our public schools, because of the danger pointed out by the *Tribune*, is to become foolish and unjust at the same time. If a man can't see where the functions of the religious propagandist cease and those of the educational manager begin and so shape his conduct in accordance with their true relations, he should suffer as an individual; but to cut off his class from public school work on account of his failure, would be to deprive the public schools of the services of many of their best and ablest champions.

✓ PROGRESS OF THE GRADING SYSTEM.

Near the close of last month, the State Superintendent addressed a circular to the County Superintendents, inquiring of each one, "(1) How extensively have the copies of my circular on the Grading System been distributed in your county? (2) How are your teachers and school boards accepting and using the scheme? (3) Will you examine this winter or spring any pupils for graduation?"

Already a large number of responses have been received; and from them we select the following, which show how this work of grading the country schools is progressing in some sections of the State:—

Supt. Neill, of Columbia county, writes: "I have handed the Grading Circular personally to nearly every teacher in the county (fourteen schools only I have not yet reached), and with instructions to work according to it as far

as possible. In the Teachers' Associations which I hold every Saturday at one of five leading points in the county, I frequently allude to it, encouraging teachers to use it, and explaining away difficulties.

"Nearly all the teachers have tried more or less to introduce the scheme, and many speak quite highly of it, although it is quite difficult to apply it on account of the unbalanced condition of the pupils' education. From school boards I have not heard much; but from those I have heard, all seem to think it a movement in the right direction."

Supt. Stockwell, of La Crosse county, says: "The teachers in this county are taking hold of the Course of Study enthusiastically, and it has been officially adopted by eighteen districts up to date; very many other districts have it under consideration, and will, no doubt, adopt."

Supt. Florence Tickner, of Dunn county, refers to the action of the Teachers' Association, presided over by Prof. J. G. Ingalls, who writes giving an account of a meeting of the Association, as follows: "The main topic of discussion was your pamphlet relating to the grading of country schools. A great many very interesting remarks were made in regard to the scheme; and what is better, *all* were strongly in favor of it. We are to continue the same subject at our next meeting, and we are to continue the discussion and the work relating to it until the plan has been adopted in the majority of the schools in Dunn county."

Supt. Jones, of Rock county, writes, among other things, that "The chief business of the winter with me has been the work of grading the country schools, under the system set forth in your circular. It is exceedingly gratifying to be able to state that so far as my work in this connection has extended, it has met with the hearty co-operation of the teachers. Not an exception has been found where the teacher is averse to the scheme, or opposed to undertaking the labor and responsibility of inaugurating it. In so far, also, as I have obtained the opinion of school officers, they have expressed themselves as decidedly in favor of the scheme, and as willing to supply all needed facilities for giving it a fair and impartial trial in the schools under their charge."

Supt. Lunn, of Sauk county, states thus the situation: "About thirty-three per cent. of teachers are registering pupils by "Forms"; and about seventy-five per cent. of teachers are attempting the Course,— some feebly and bunglingly, others quite systematically and efficiently. About twenty-five to thirty per cent. are doubting Thomases or recalcitrants, or, worse yet, incapable fossils, who do not propose to test much. School officers are usually indifferent to the use or neglect of the Course, except that a limited number range themselves for or against it, in a very decided and outspoken manner. These may be ranked as ten per cent. actually for, fifteen yer cent. opposed, and seventy-five per cent. indifferent.

"As a whole, I am more engaged in watching the workings of the Course, and in guiding teachers to its aims and workings, and in familiarizing them

with the idea of such a Course, than in anxiously trying to squeeze out premature fruit."

Supt. McCleary, of Pierce county, writes: "We have the county divided into four divisions for examination and association purposes. Each division has its officers, and I am president of the County Association, and a member of the executive committee of each division. By this arrangement we can have a meeting monthly in each division, and I make it a point to attend each meeting. We make the Course of Study the basis of our work. Every Saturday evening, I address the people at the point where the meeting is held. By this means the people are lead to understand our aims, and teachers are freed from opposition, to a certain extent, in introducing the improved methods. During spring and summer, I expect to examine about fifty of the pupils for graduation. About forty classes are formed for next year."

Supt. Minaghan, of Calumet county, says that "Teachers and school officers appear to act in harmony with the scheme."

Supt. Kimball, of Winnebago county, writes: "Your circular has been distributed as you wished. At each of our Teachers' Meetings, held monthly in both the northern and southern parts of the county, one hour at least is spent in reading the circular, and in discussing the Grading System. This we shall keep up the rest of the year, by which time teachers and district clerks will have become familiar with the plan and its object. I think many schools will enter regularly upon the work the coming year."

Supt. Spence, of Juneau county, reports: "A large percentage, perhaps three-fourths of the schools, have organized and are working gradually but surely and successfully in the new harness. Up to the time of the Institute last August, no effort had been made to introduce the scheme. Our success is attributed to the circular on the Grading System, and to the fact that I require the teachers to report every month upon their organization and progress under the scheme. I have also a form of term report, which must be filed at the close of each term with the district clerk and also with myself. This aims to demand records of the teachers, which cannot be supplied without a perfect organization and gradation, according to the forms laid down in the Course of Study."

Supt. Millard, of Green Lake county, writes: "So far as my information extends, the circular meets with general favor. I doubt not but that district boards, at least a majority of them, will acquiesce in this plan as soon as the matter has been sufficiently agitated and explained. Already some are aiding their teachers in the work. It will take time, patience, and labor to perfect a general and harmonious plan. So far as I am concerned, I am willing to do anything to improve the condition of the country schools."

Supt. Haughton, of Vernon county, informs us that "Every teacher employed, every school board, and many school patrons in this county have been put in possession of the circular. I have every-where talked the matter up, and have tried my utmost to interest the public, both in my visits and in public addresses.

"The teachers are generally interested, and are doing their best to carry on the scheme. Almost all of them have adopted the daily programme recommended. School boards are in most instances, in favor of the system. It will, however, take time to work the matter up.

"We have made arrangements for the examination of pupils, and are getting up some very neat diplomas, and expect that a number of our pupils will pass creditably the examination the coming spring."

Supt. Parsons, of Richland county, where this work seems to have reached its most advanced stage in this State, reports: "The Grading System, I am pleased to say, is in general adoption in this county. The district boards have done but little, but the teachers have done excellently. We hold weekly meetings in different parts of the county, and we have thoroughly discussed the system. I shall hold uniform examinations in the Primary and Middle Forms, in all the schools, on the 11th and 12th days of February. I will send you the list of the questions, copies of the diplomas and the circulars. There will be several in the Upper Form to be examined this spring. I am much pleased with the working of the system."

See [illegible] Pg. 4 6, [illegible] in [illegible] and Drawing Committee

INTERROGATION POINTS.

(1) "Would you permit a pupil to report another's misconduct?"

Yes, by all means; but we should take the utmost pains to teach the pupils to appreciate the difference between "reporting," and "tattling"; between giving the teacher valuable information and giving a playmate a back-handed blow; between helping on the government of the school and wreaking private vengeance; between sustaining rightful rules and regulations for worthy ends and sustaining them to gratify spite. If every wrong-doer in a school felt that his playmate would be sustained by the moral sense of the school in reporting his misconduct,— if he knew that the teacher was sure to see with the eyes of the offended, or injured pupil, it would certainly modify his action in no small degree.

(2) "What is your opinion of the self-reporting system?"

Like every system, it is liable to abuse. The teacher may ask for so much that the temptation on the part of the pupil to falsify will be irresistible; or, the teacher may be so severe in punishment that fear will work the same end. To be successful it must be used in the wisest possible way. To acknowledge a wrong act is a good step towards abandoning such actions in the future, and should be so taken by the teacher; and the efficacy of a frank confession is admitted on all hands.

If you can't use the system without promoting dissimulation and equivocation, do not use it at all.

(3) "Will you explain the motion of the Great Bear around the North Star?"

The motion is only apparent. The axis of the earth points (nearly) towards the north star, and the revolution of the earth causes not only the Great Bear, but all the visible stars to appear to revolve about that star. The nearness and the definiteness of shape make the Great Bear's motion more easily observed

(4) "Will you state the proof of the rotundity of the earth, by its shadow on the moon?"

The shadow of the earth as seen in eclipses of the moon, is *always* round, and a sphere is the only body that always casts a direct shadow which being intercepted, produces a circle.

(5) "Is the tract of land formed from one section of each of the towns of Sugar Creek, La Fayette, Delavan, and Geneva, of Walworth county, under the control of the village of Elkhorn, or is there a town of Elkhorn and also a village of Elkhorn?"

The government of "The Village of Elkhorn" is rather peculiar. Chapter 153, Private and Local Laws of 1857, created the inhabitants of the town of Elkhorn "a body corporate and politic by the name and style of the Supervisors of the Village of Elkhorn," and an amendment approved March 31, 1858, changed the "name and style" to "The Village of Elkhorn," which remains as yet undisturbed. The act referred to and the amendments, continue the usual officers of a town and give them in addition to their usual powers, the special and peculiar powers of village Trustees. Hence, there is no *town* of Elkhorn, but a *Village* of Elkhorn, with a Board of Supervisors instead of a Board of Trustees, as the governing authority.

(6) "Is there any way in which I can test the rate of change of air in my school room?"

If you have ventilating shafts, an anemometer will readily tell the rate of motion in the currents, and that with the size of the openings and the size of the room is all that is required to answer your question. But we suspect that you have an ordinary school room with no very complete means of ventilation, in which case we do not see how "the rate of change of air" in your room can be very accurately measured. If air is admitted at one window and escapes through another, and you can fix the rate of motion at the escape-hole with an anemometer, why, of course, you have in this wise the required data for a solution.

Miss Ruth Wales, a graduate of the Whitewater normal school, is writing a series of very valuable letters from Mendoza, Argentine Republic, to the Walworth Co., *Independent*. She speaks of Mendoza as a town where the people go to bed with the doors fastened *open*, by way of preparation for probable and usual earthquakes. Miss Wales has had an unusually severe experience in that land of the Goucho, fleas, and squalor; and will doubtless know better than most of us, how to fully appreciate the blessings of a Yankee civil and domestic economy, when she returns from her pedagogical sojourn in the South-continent.

MATHEMATICAL NOTES.

BY INSPECTION.

I. Given (1) $x^2+2x=9+\frac{18}{x}$ to find x by solution of a pure quadratic. The usual solution made is as follows:

$$(2)\quad x(x+2)=\frac{9x+18}{x}$$

$$(3)\quad x(x+2)=\frac{9(x+2)}{x} \text{ by cancelling common factor}$$

$$(4)\quad x=\frac{9}{x}, \text{ and } x=\pm 3; \text{ but this is not all the truth.}$$

By clearing of fractions, transposing, and factoring, equation (1) readily becomes $(x^2-9)(x+2)=0$. A little reflection shows that one or the other of these factors is equal to zero, but not both of them at the same time. Now, if either, then each at different times, and we have $x^2-9=0$, and $x=\pm 3$, as before, and also $x+2=0$ from which we have $x=-2$, and the equation is shown to be essentially of the third degree.

II. Given (1) $x^3-8x^2+19x-12=0$ to find x by the solution of an affected quadratic. The solution ordinarily given is to multiply by x, extract the square root to two terms, factor the remainder, and so produce an equation in quadratic form which is readily solved. After multiplying by x the equation is (2) $x^4-8x^3+19x^2-12x=0$. By separating $19x^2$ into parts, we have (3) $x^4-8x^3+16x^2+3x^2-12x=0$, in which the first three terms are a perfect square, and we have (4) $(x^2-4x)^2+3(x^2-4x)=0$. Now if we strike out the obvious common factor (x^2-4x) and solve the resultant equation, we shall get only two roots, while the given equation has three, and the derived equation four; but if we write the equation thus, (5) $(x^2-4x)(x^2-4x+3)=0$, and discuss the factors as in (I) above, we shall get the true roots, as follows: $x^2-4x=0$, and $x(x-4)=0$, and $x=0$, or 4; and $x^2-4x+3=0$, which gives $x=1$, or 3. It will be observed that 1, 3, and 4 are the roots of the given equation, and that 0 is the root introduced by the initial multiplication.

CORRESPONDENCE.

III. A correspondent asks us to solve and analyze the following problem:

If I had paid 10 per cent. less for an article, I should have gained 15 per cent. more; what was my gain per cent.?

We presume an arithmetical solution is desired.

Let P=cost price.

Let r=gain per cent.

Then $P(1+r)$=selling price, which is constant.

Also, $P(1-.10)$=proposed cost price,

and Pr=actual gain, while

$P(1-.10)(r+.15)$=proposed gain, which is $P(1+r)-P(1-.10)$

and this analysis lands us inevitably upon a simple equation of one unknown quantity, as follows:

(1) $P(1-.10)(r+.15)=P(1+r)-P(1-.10)$, by cancelling factor P,

(2) $(1-.10)(r+.15)=(1+r)-(1-.10)$

(3) $.9(r+.15)=r+.1$

(4) $.9r+.135=r+1$

(5) $.035=.1r$

(6) $.35=r$, *i. e.* 35 per cent. gain.

Thus it is seen that the problem is truly algebraic, since the unknown element (answer) enters necessarily into the computation, and the means of solution is an equation.

IV. "W." sends the following:

The mathematical editor of the *Educattonal Weekly* says: "There is not enough interest taken in this department." * * * "Let us have communications that are practical." * * * "The following *simple* problems are here given:"

(2.) "Required the contents of hyperboloid, transverse 200, conjugate 350, height 14, radii of bases 36 and 20 feet.

(3.) Differentiate $(x^2+y^3+z^4)^{\frac{7}{3}}$."

Isn't it a little singular that persons who regard such problems as simple must have a diaeresis placed over the last letter in radii, for fear of their making a diphthong of the two i's? 'How ever could they do it?' How many apple-dumplings will it take to make a rod of stone wall?

CORRESPONDENCE.

MESSRS. WHITFORD AND PRADT:—I have received so many valuable hints from the short articles in the JOURNAL that I should like to make some return by adding, not the Widow's, but the Country School Ma'am's, mite to its already overflowing treasury.

I think perhaps the greatest difficulty which young teachers meet is that of securing correct deportment and freedom from whispering in the school-room. I have tried one little plan which I have found, not all-sufficient, but a wonderful help.

Keep a daily record of each pupil's deportment on a scale of ten. At the end of each month, average it, changing the scale to one hundred. Select the names of those who range between 95 and 100, and place them upon the black-board, writing above, "Roll of Honor;" and allow them to remain there during the next month.

This is not an original plan, but I do not believe that it is very commonly used. I think the fundamental principle of good school government is thorough self-government, which is the product of determination.

Platteville. K. E. BASYE.

NOTES.

PROF. O. S. WESTCOTT has been appointed again the Superintendent of the Public Schools of Racine. Col. E. B. Gray, the former superintendent, resigned last month.

A CORRESPONDENT asks for a description of the "*Quincy System*" The Jan. No. of the JOURNAL for 1880, contains "*A morning at Quincy*," which will probably answer every purpose.

REGENT EVANS, of the Normal School Board, writes that the Winter Term of the Platteville Normal School, opened with 178 pupils in the Normal department; with 116 in the Grammar; with 40 in the Intermediate; and with 36 in the Primary.

MISS SARAH A. STEWART, late principal of the Milwaukee City Normal School, is writing delightful letters home to her girls from Florence. We hope to make some liberal extracts from these letters next month, for the delectation of our readers. Those who know Miss Stewart, well know that she has eyes to see and a good pen to describe with.

EX-SUPT. C. W. ROBY, of La Crosse, now Principal of Central School, Portland, Oregon, writes that "teachers and pupils are full of *vim*, and there is an excellent educational sentiment in the community to encourage the work." He promises educational items and opinions from that far-off coast for the pages of the JOURNAL. We shall be glad to receive and give them to our readers.

THE following from the *Inter Ocean* shows that not all that was expected in the beginning, is being realized in the Milwaukee night schools. "It is unfortunate that it is a fact, but a fact it is, that the attendance on the night schools in Milwaukee keeps decreasing, so that it has become necessary, under the regulation of the Board of Education requiring an average of twenty pupils to a teacher, to call upon some of the teachers to resign. As a consequence, three gentlemen teachers and one lady have withdrawn."

PRIN. LEWIS FUNK, of Bay View, writes us a word of congratulation and encouragement, and incidentally remarks,—"Our school work has been broken into, somewhat, by sickness among the smaller children, and these late wholesale snow storms. Our people are interested in the education of the youth, and our "School Board" stands firmly by the work that is being done." That is just the sort of School Board to have. When the School Board and the Principal are friendly rivals striving to see who can do the most and best for the school, one can foretell the result with certainty and ask no odds of prophecy, either.

GREAT BRITAIN spends nearly fifteen millions of dollars annually upon her public schools.

THE tenderness and pathos of the following are something remarkable. Whoever John Fitzgerald may be, he has our heartfelt sympathy. The good school-teachers and bright scholars are all too few to be lightly laid away to take their final vacation.

KILBOURN CITY, February 1, 1881.

MESSRS. WHITFORD & ROCKWOOD, Editors and Proprietors of JOURNAL OF EDUCATION.

I do hereby, with feelings of sorrow, notify you to discontinue sending your JOURNAL OF EDUCATION to Annie Fitzgerald, Kilbourn City post office, Columbia Co., Wis. She has departed this life January 22, 1881. She been a good school-teacher and a bright scholar.

I wish you farewell,

JOHN FITZGERALD.

AT THE thirty-sixth annual meeting of the Massachusetts Teachers 'Association, the Hon. J. W. Dickinson, Secretary of the Board, speaking of the statistics of the Norfolk County Reports, which were recently used by Richard Grant White in his criticisms on the public school system, said they were gathered from 5,000 pupils, and that 51 per cent. of them were perfect, some well done, some excellent, and some very poor, although the average was favorable. He thought the results reached by the schools justified the expense necessary to maintain them, and that they were beneficial in establishing the high reputation Massachusetts enjoys.

HERE is what was thought of Prof. Watson across the "big water." More and more keenly do we realize what the University and the State have lost in the death of this wonderful man.

"C. Bruhn, Director of the Observatory of Leipsic, has addressed a letter to Professor Frieze, Acting President of the University of Michigan, referring to the death of Professor James C. Watson, in which he declares that 'the astronomers of Europe lament with profound grief the sudden death of the American astronomer, who was still so young, and yet had won such a distinguished name.' Further on he adds: 'I esteem it fortunate that the University of Leipsic recognized the merit of this indefatigable worker by conferring upon him the highest dignity in its gift.'" *Inter Ocean.*

SUPT. BARKER, of Pepin county, writes under date of the 11th ult.: "Our semi-annual reunion or general session of the two Teachers' Associations of the county, passed off very pleasantly indeed, and it was felt by all to have been highly successful. Every town in the county was represented by actual teachers. Many of the citizens of Durand favored us with their presence. The claims of the "Grading System" have been urged upon the attention of teachers from time to time, and in various ways. Below you will find the resolution on this subject, adopted at this meeting:—

Resolved, That we fully appreciate the necessity of more systematic work in the schools of our county; and that to gain this result we will make an *earnest* effort to grade our several schools according to the plan presented by the State Superintendent in his circular on that subject.

THE *Inter Ocean* says: Sir John Lubbock has given notice of the introduction of a bill in the English Parliament for the registration of all persons who claim to exercise the functions of public instructors. It requires all public teachers to take out a license to teach from a central council, the members of which are to be nominated by the Education Department, by the universities, by the college preceptors, and by the general body of registered teachers in prescribed proportions. The proposed qualifications for registration are a university degree, or a certificate by examination of the Educational Department. It is said that the feeling of the nation is ripe for a movement toward the consolidation of the great system of British public instruction, under the separate charge of a minister of state, as in other European countries.

SUPT. FLORENCE TICKNER, of Dunn county, writes under date of February 12, as follows:

"I have visited sixty-five schools, besides the schools in Menomonie. There are thirty-six schools more in the county; some of them I shall not be able to reach during the winter term; some have had short terms and have closed, and others will close before I can reach them.

The weather has been such that I could not travel but one day last week, and the last two days of this week; will probably reach twenty more schools in the next two or three weeks.

The schools that I have visited, are nearly all progressing — the teachers and pupils all seemed interested, and alive to the work. During the month ending February 4, I visited thirty-three schools, spending a half-day, or nearly, in each school, with one exception. In most of those, where they had adopted the "Grading System" at all, it was meeting with success, as far as I was able to learn."

WE HAVE received the following note, dated the 17th ult., from ex-Supt. J. H. Smart, of Indianapolis, the President of the National Educational Association:—

"During a recent visit to Atlanta, Ga., I made arrangement for holding the next meeting of the National Educational Association at that place, beginning July 20, 1881.

I found throughout the South great enthusiasm over this meeting. We shall doubtless have a large attendance. Atlanta is 1,100 feet above sea level, and has a delightful climate,— the summer temperature being, it is claimed, not higher than that of New York and Cincinnati, and lower in July than in either June or August. The distance from New York is about 28 hours; and from Cincinnati, about 16 hours. I shall send you hereafter further particulars about the city, the hotel, and railroad accommodations. Meantime, please call general attention to the meeting, and invite the attendance of northern teachers."

THE following circular-letter explains itself. The House is one of the oldest and best in the country, and we note with pleasure such evidence of prosperity.

CINCINNATI, February 1st, 1881.

The steadily increasing demand for the *Eclectic Educational Series* has determined us hereafter to give our entire attention to the manufacture and sale of our own publications and popular line of Blank Books, for which we shall be pleased to receive the orders of the Trade as heretofore.

We have disposed of our entire Jobbing stock of Miscellaneous School Books and Stationery to Messrs. Robert Clark & Co., Cincinnati, to whom we cordially recommend our customers. We shall *from this date* take the liberty to transfer to them all orders received by us for "*outside*" books and stationery.

Relieved from the detail inseparable from a large jobbing business, facilities for attention to our specialties are increased, and we hope to fill the orders of the Trade with greater promptness than heretofore.

We thank our friends for their generous patronage during the past forty years, and hope by exclusive attention to the publishing and manufacturing business, to merit their continued confidence.

Very respectfully,
VAN ANTWERP, BRAGG & CO.

CLUBBING ARRANGEMENTS.

We will furnish the new bi-monthly Magazine, *Education*, and the JOURNAL for $4.00; The *North American Review*, and the JOURNAL for $5.00.

It will be seen by the above that we are offering two of the very best periodicals in the country and the JOURNAL OF EDUCATION, at the regular rates of subscription to those magazines. It is in fact offering our own JOURNAL as a premium for subscribers to either of those most valuable publications.

No words of ours can be of any service in recommending such periodicals. They stand at the head in their respective fields and any one who gets either will be delighted with his investment.

SPRING INSTITUTES, 1881.

ROBERT GRAHAM.

County.	*Place.*	*Time.*	*Duration.*
Portage	Amherst	March 21	2 weeks.
Fond du Lac	Fond du Lac	April 4	2 weeks.
Lincoln	Jenny	April 18	1 week.

ALBERT SALISBURY.

Green	Juda	March 21	2 weeks.
Columbia	Portage	April 4	1 week.
Rock, 1st Dist	Evansville	April 11	2 weeks.

JESSE B. THAYER.

Barron	Shetek	March 14	2 weeks.
Eau Claire	Eau Claire	March 28	1 week.
St. Croix	New Richmond	April 4	2 weeks.

A. J. HUTTON.

Vernon	Ontario	March 7	2 weeks.
Dane, 1st Dist	Stoughton	March 21	1 week.
Dane, 2d Dist	Middleton	March 28	2 weeks.

W. C. WHITFORD,
W. H. CHANDLER,
W. E. SMITH,
Institute Committee.

MADISON, WIS., Feb. 4. 1881.

NEW PUBLICATIONS.

A GRADED SPELLING BOOK:—Being a complete course in spelling for primary and grammar schools, by H. F. Harrington, Supt. of public schools, New Bedford, Mass. This book was advertised in the January number of the JOURNAL and was not noticed for lack of time. We are glad to add our testimony to the list of commendations. We know of no such advance upon old methods made anywhere along the text-book line. The author gives the key-note in his preface, thus: "It is grounded on the laws which govern the growth of a child's intelligence and his acquisition of an available vocabulary. This basis demands, first, that the words prescribed for study shall be selected, not according to the number of their syllables, or to any other artificial arrangement, but according to the order in which, as the child advances, in knowledge, they may be apprehended and used." Herein lies the hopes of better spelling. Supt. Harrington's speller is the work of a master and will do much toward making spelling a delight instead of a bore. The prices are: 16 cts. for introduction; 12 cts. for exchange; 20 cts. for retail. Published by Harper & Brothers, Franklin Square, N. Y.

Western Ag't, W. J. BUTTON,
117 and 119 State St., Chicago, Ill.

DECISIVE BATTLES OF THE WORLD.

We take pleasure in calling the attention of our readers to Creasy's extremely interesting volume narrating the history of the fifteen decisive battles of the world,—those few battles of which a contrary event would have essentially varied the drama of the world in all its subsequent scenes. Our memory of its pages is a never failing source of pleasure. It has a long time been on Harper's list as one of their standard books, at the price of $1.50. Now it is issued in a very handsome cloth-bound volume, by the American Book Exchange, New York, at the nominal price of 35 cents. It forms one of their Acme Library of History, which includes Macaulay's England, $1.25 (reduced from $7.50), Gibbon's Rome, $2.00 (reduced from $9.00), Rollin's Ancient History, $1.75; Froissart's Chronicles, $1.50, and to which list will soon be added, at equally low prices, Grote's Greece, Green's (larger) England, Mommsen's Rome, Masson's Guizot's France, Carlyle's French Revolution, Schiller's Thirty Years' War, and others. Catalogues of the standard low-priced books of the Literary Revolution will be sent on application to the American Book Exchange, Tribune Building, New York.

PHONOLOGY AND ORTHOEPY, by Albert Salisbury A. M., of the Whitewater Normal School. We have in hand a copy of this valuable work bound substantially in cloth and printed on fine calendared paper. The work has passed to the third edition which warrants the noted improvements. The price is 50 cents per copy by mail. Wm. J. Park & Co., Madison, Wis., Publishers.

GEORGE ELIOT'S ROMOLA.

A timely interest is given, by the death of the author, to the new edition of her masterpiece, "Romola," just issued by the American Book Exchange, New York. It shows her work at its best and strongest, and at the same time gives the reader the opportunity to acquire a lasting familiarity with the scenes and society of mediæval Italy. It is one of the few really great historical novels of the world. It is issued in handy and beautiful form, extra cloth binding, simple but rare elegance and taste in design, and like the other issues of the "Literary Revolution" its cost is almost nominal, viz. 35 cents. It is one of a series intended to form a library of classic fiction, which will include one representative and characteristic work of each of the great authors who have won lasting fame in the realm of fiction. Among those issued or nearly ready are Scott's "Ivanhoe," Bulwer's "Pompeii," Irving's "Knickerbocker," Cooper's "Mohicans," "Tom Brown at Rugby," "Adventurers of Don Quixote" and "Uarda, a Romance of Ancient Egypt." Full catalogue of standard publications will be sent on request, by the American Book Exchange, Tribune Building, New York.

DISSECTED MAP OF WISCONSIN, *from official records*, is the title of a very neat map published by Wm. J. Park & Co., of this city. It is made in this wise: A correct map of the State is mounted upon a board 15 by 16 inches and 5-16 of an inch in thickness, and then the counties are sawed apart with a bracket saw; afterwards the map is put up in a neat case full size and is ready for the market. Let any one *pi* the map and then take the case in his lap and place the whole together again correctly, and he will have a better understanding of the geography of the State than ever before, and it seems absolutely certain that by no other means can the children of the State more rapidly, or more pleasantly get a good knowledge of the relative size and position of the counties. By reference to the advertisement in this number of the JOURNAL, the terms and all needed information will be found.

SCHOOL MANAGEMENT.—A practical guide for the teacher in the schoolroom by Amos M. Kellogg, New York: E. L. Kellogg & Co., price 75 cents.

This volume is by an educator, who has had much experience and who has given in this book many valuable hints to assist the teacher in the trying circumstances that surround him. He believes the way to manage a school is to render the pupils manageable. The book has an introduction by Thomas Hunter, President of the New York Normal College. It discusses the subject somewhat in the objective style—visiting a school and pointing out its excellent features. It shows how good government increases the teaching power of the teacher, shows the principles that underlie it, and makes valuable suggestions as to the mode by which regular attendance and the co operation of the pupils can be secured. Discipline, Penalties, Modes of Interesting and Employing his pupils are treated in an enlightened manner. The volume will be of benefit to any teacher. It especially shows how the pupils may be led to co-operate and help forward the school instead of retarding it. It is a real addition to this class of works.

WISCONSIN
JOURNAL OF EDUCATION.

VOL. XI. MARCH, 1881. NO. III.

MR. WHITE'S FAILURE.

By Pres. J. W. Stearns, Whitewater Normal School.

Mr. Richard Grant White pronounces the public schools a failure, because, having been founded and maintained to promote public virtue and good citizenship by increasing the general intelligence of the people, they have not accomplished this purpose; and, in the second place, because public virtue and good citizenship are not promoted by the increase of general intelligence, inasmuch as the chief cause of crime is not ignorance but poverty. This is brilliant argumentation! It reminds us forcibly of the defense of the Irishman, who claimed, in the first place, that the kettle was cracked when he got it, and in the second place that he never had the kettle. It is almost as ingenious and effective for producing conviction as Mr. White's own use, in support of his first point, of statistics regarding the ratio of crimes in the over-schooled North and the comparatively unschooled South, to the whole body of the people in each section, which the census commissioner had pronounced, in a note accompanying the documents when first published, to be inadequate and untrustworthy.

But aside from the relation of these arguments to each other, and the special line of proof adopted in support of each, they are both well calculated to awaken suspicion that the whole article was intended as a burlesque. Because in a certain portion of Massachusetts the schools have been known to be working mechanically,

and failing to produce such results of increasing intelligence and skill in their pupils as might reasonably be expected of them, therefore the school system in New York and Wisconsin and all the Northern States is a failure, and should be abandoned! As well have called for the overthrow of the whole judicial system of the United States when the iniquities of Judge Cardozo were made public.

With much more reason it may be maintained that the public school is worth more than it costs to the community, even though it fails as completely as has ever been claimed in its efforts to train up the children in the branches laid down in its curriculum. In it are gathered together for several hours of each day the children of the neighborhood, who are thus taught by experience to live in society. They are forced more or less completely to apprehend and respect the rights one of another; to recognize and return favors; in fact to know practically the duties upon the due performance of which society rests. The casual meetings of the street cannot, in this regard, supply the place of the school. In fact, experience shows that they tend rather to barbarism and evil. Restraining and elevating influences surround the children in the school, which, though often far less powerful than they might be and ought to be, yet soften and civilize their intercourse with one another. They learn of each other, but under check and guidance which make the lessons wholesome.

And this restraint is valuable in another way, in that it teaches the children to recognize and obey law. Authority is no longer, as in the family, special and individual, growing out of relationships familiar to the child from his earliest years. He has become part of a larger community, in which all are subject to the same regulations. The authority is removed, as it were, one step further from him than it was in the home. It rests not on the bond of blood, nor on the daily necessity for food and shelter, secured to him by compliance with the orders of a parent; but it springs out of the relation of citizenship. The school is an organization of the state, by which its remote and unseen authority is brought near, made concrete and visibly embodied for the children. The school, therefore, stands between the home and the state, and quite apart from the positive instruction it gives, trains and prepares the chil-

dren for citizenship by its silent influences. Doubtless, the school might do this much better than it does if this part of its functions were more fully understood; but, imperfectly performed as they often are, they are of inestimable value.

What shall we say of the remarkable discovery that crime is due chiefly to poverty, and not to ignorance? Does it mean that when a man has all that he desires he is not tempted to get more by unjustifiable means? If so, it was unnecessary to say it. If it means less than this, we are forced at once to inquire, what are the chief causes of poverty? Any candid person who reflects on this question will inevitably come to the conclusion that, not even excepting bad legislation and inevitable misfortune, the two most universal and most potent causes are bad habits and ignorance. These make a man incompetent and short-sighted; these veil from his eyes the opportunities about him; these cause him to fail in what he undertakes, and close to him the avenues of success. We do not say that they are the only causes of poverty, but that they are the most universal and potent causes. Nothing brings so high a price in the market as intelligence,—not scholastic lore, not a tiresome load of rules, and formulas, and examples, and exceptions; but a quick eye, an active brain, sound common sense, and power of adaptation to circumstances. If these things are not wanted in one market, they guide the owner of them to another; for he knows that the world is wide.

Next to intelligence, and so close to it that the want of them is always an impeachment of the intelligence, and the most powerful of all the causes that stand in the way of its success, are good habits. The temperate man, the prudent man, the industrious man, the self-controlled man,—these are the men who take hold of success, who are not out of employment for any length of time, who accumulate a competence. The records of our poor-houses and our jails contain the names of very few men of intelligence and good habits. There are no communities among which the wretchedly poor belong to these classes; — rarely do we find one from them in such circumstances. Let any one who has accepted Mr. White's position, consult statistics on these points, and satisfy himself what are the chief causes of poverty — and of crime.

Now, the great aim of the public schools has always been to

promote intelligence and good habits. Any criticisms which go to show how they may do this work more effectively than they are doing it; which point out definite defects, and, still better, indicate new and better ways of doing their work, are as great a service to the community, as wild screeds and hasty and ill-considered denunciation are an injury to its best interests — nay, greater; for the good sense of the community will at length rightly estimate and condemn the latter. Industry, prudence, and self-control are the virtues taught by the schools. All their requirements demand the exercise of these virtues, plant them, as it were, in the habits, the very organization of the children. No law of our being is more certain than that practical morality is learned by *doing* — not by studying. We become industrious by being industrious, frugal by being frugal, temperate by being temperate, self-controlled by controlling ourselves. The schools reach and form the character of our children in the most effective way possible. Systems of morals are of comparatively little moment; positive precepts, unsupported by use, not wrought into the very texture of the being by daily practice, are only scholastic lore. Only doing right will make a righteous man. It is the highest merit of our schools that they have so earnestly, and we may say on the whole so successfully, wrought right doing into the lives of their pupils. They have sought to make it keep pace with the unfolding intelligence, so that with the broadening apprehension of relations, and therefore of right and duty, should go always an impulse to act up to the convictions.

Is this a trifling service? If any one is disposed to think so, let him reflect on the effect upon savage races of bringing them into contact with superior civilization. Uniformly we find the savage unable to resist the temptations which come upon him from the new relation. They are stronger than he is, and unless he is shielded from them like a child, they utterly destroy him. He must learn self-control before he can stand in the presence of these new forces. His simple virtue was strong enough for his simple savage life; but a more vigorous and complex life, with more vigorous and complex products, relations, desires, and means of gratifying them, demands a more vigorous and complex training than he has had. To put this in a more general form, we may say that

civilization means not only increase of wealth and culture, but also increase of temptations to wrong-doing; and that the young, who are to lead upright lives in the midst of them, need, accordingly, special preparation for life, without which they can hardly be expected to withstand them. A simple, savage life requires no schools, but a civilized life cannot go on without them in some form or other.

This is as true of the intellectual as of the moral life. The savage does not read, or write, or compute, but in our communities he who has not these acquirements can, in general, hardly get his bread, and cannot protect himself from constant imposition. Reading and writing and arithmetic were once preparation for life sufficient to meet the needs of the ordinary citizen. But they will not always be — they are not now. Life has expanded and grown complicated wonderfully in the last fifty years. The enormous development of the means of communication has made it imperatively necessary that every child should now know more of the world than the child of the last century knew. It may be said, without exaggeration, that the explorations and the discoveries of the sixteenth century forced geography into the schools; the expansion of trade and travel in our days must make its study more intelligent, extensive, and indispensable. In a time of mechanical and scientific progress unequalled in the history of the world, when so large a part of the labor once done by hand is done by machine, and so large a part of our people must work with machines, can a system of public education leave out of its curriculum all the sciences, and then claim that, without teaching anything of that which most engages the thought and activity of the age, it yet meets the wants of the age?

The duties of citizenship in a republic make greater and greater demands upon the full-grown man. It is the stock argument in favor of the schools that they are essential to free government; and they must do what they can to fit the child to become a voter. It has been well said, the power to read and write, only puts him within easy reach of the demagogues. He must be taught to think for himself, to investigate questions and form rational opinions upon them, to know, at least, that there are laws of trade and finance, and that there is a science of government. There is

no magic power in reading, writing, and arithmetic such that by virtue of having studied them a man can think intelligently upon questions of tariff, finance, and banking. Great public interests require that as many children of our land as possible should receive instruction in topics of this sort, as well as upon the history and constitution of their government.

Thus, as society progresses and becomes more complicated, it requires for its children a more elaborate preparation for life. The school of forty years ago, which Mr. White would see restored, did well for its day, but will not answer for ours. Bring back the old ways of farming, of manufacturing, of traveling, and of living, and the old school may be adequate to the needs of our communities. Unless the whole theory of public education is false, and intelligence on the part of the people is not essential to the maintenance of a form of government such as ours is, the community must place within the reach of all its children an education which is sufficient to prepare then for the duties of citizenship — not only to vote intelligently, but also to participate in and help forward the work and progress of the age. It smacks a little too much of caste and aristocracy when a scholarly gentleman and elegant writer says, in effect: The masses do not need to be educated; teach them to read and to write, and then put them into the workshop. Unless they can pay for their own instruction, it is better that they should remain in ignorance. As we read we question,— Is it not true that "much learning hath made thee mad"?

THE PRONUNCIATION OF LATIN.

By Prof. W. F. Allen, University of Wisconsin.

At the last meeting of the Wisconsin Academy of Sciences, Arts, and Letters, a discussion incidentally arose upon the best method of pronouncing Latin, and several persons expressed themselves quite strongly in favor of returning to the so-called "English" method. The same opinion has been expressed in some other quarters, and I have thought that it might be well to review briefly some of the arguments in favor of it.

The so-called "Roman" method, in use in this University, and

probably the method most generally followed through the country, was adopted in consequence of the recommendations of the American Philological Association, about ten years ago. I myself constantly refused to make any change in pronounciation until there should appear to be a general movement in that direction, headed by the great Universities. Harvard, Cornell, and Michigan led the way: Yale has adopted the Roman method (in part at least) within the past year. The question now is, not whether we shall adopt the Roman method, but whether, after using it ten years, we shall discontinue its use.

The arguments in favor of the change are, that the Roman method is not certainly correct; that it is more difficult than the English; and that it breaks the literary tradition.

I. Of course it is not claimed that we pronounce the Latin as the Romans did; only that our pronunciation is approximately correct, while the English pronunciation is grossly and ludicrously incorrect. Certainly an approximately correct method is, in itself, better than one that makes no attempt to be correct. If I were learning French, and had no teacher to instruct me in the delicate distinctions of sound, I should certainly take printed directions and follow them as nearly as I could. If then I went to Paris, my *parlez-vous français* would, no doubt, sound barbarous to the Parisian; still, he would understand me better than if I said *parlezz vowz frankaze*, and it would be a better starting point for the acquisition of the true pronunciation.

II. It is a great mistake to suppose that the Roman pronunciation is harder to acquire than the English. Its great advantage is its simplicity. The vowel sounds are simply what every person has to learn, in order to learn any European language; and nine-tenths of those who begin Latin either have already studied some modern language, or will do so; the mastery of the vowel sounds, therefore,— not a difficult thing in itself,— is worth doing on its own account, as being the necessary starting point in the study of every European language. The consonants have uniformly their English sound, or some other easily acquired. Is it not easier to decline *amikus*, *amiki*, *amiko*, etc., than *amikus*, *amisi*, *amiko*, etc., and *regho*, *reghis*, *reghit*, than *regho*, *rejis*, *rejit?* Any person who has taught Latin by the English method knows how the students

boggle at these changes in the sound of *c* and *g*. But this is not all. The division of syllables by the Roman method presents absolutely no difficulty: by the English method it is exceedingly complicated. Harkness gives three full pages to the English rules of pronunciation, and I know by my own experience, that it will not do to neglect any of these rules. It is very easy to say "pronounce as you would in English." The question is, how do you pronounce English? You are taking as your standard that language which, of all others, is most destitute of uniform rules; like the artist who took a cow for his fixed point in making a sketch. It must be distinctly understood, that if we go back to the English method, we take it in its entirety, and in order to get *mo-ne-o* pronounced rightly must drill our boys upon the rule that "*a*, *e*, and *o*, before a single consonant (or a mute with *l* or *r*) followed by *e*, *i*, or *y*, before another vowel, have the long sound." That is a fair specimen of the English method.

III. The third argument, that it breaks the tradition, is more weighty. I am not indifferent to the confusion and perplexities of the present transition period. But it should be remembered that we break with one tradition, in order to connect with another. English and American scholars have been deplorably at a disadvantage in intercourse with European scholars; and something needed to be done in order to establish a certain harmony in the world of letters. This once done is done; the break in the English usage is only for a season. Already the great body of young scholars are more familiar with this method than with the old; the next generation will have smooth sailing. It may be said that even now there is no uniformity, because in some sounds — notably *c* — we are at variance with other nations. Very true. If there had been any uniformity among European nations, it would have been folly to discard so uniform a tradition; but when the Frenchman said *Sisero*, the German, *Tsitsero*, and the Italian, *Chichero*, what could we do better than to go back to the authority of *Kikero* himself.

We may learn from our experience with another language. About twenty years ago the same change was made in Greek. I learned Greek with the English sound of vowels and the Latin rules of accent,—σοφός, σοφή, σοφόν=*só-fos*, *só-fe*, *só-fon*: ἵνα and ὅτι were *hī-na* and *hō-tī*. Who would go back to that now?

But it makes a confusion in our pronunciation,— we say *Sisero* and *Seizer* in English; and *Kikero* and *Kaiser* in Latin. Just so we say *Par'-is* on this side of the water, *Par-ē'* on the Seine. It was always so with Greek. The son of Miltiades was *Kĭ'-mon* in Greek, *Simon* in English; if now we call him *Kē'-mōn* in Greek, that need not affect his name in English. I confess I do not like the practice, which came in with Grote, of putting these familiar classic names in Greek orthography; as historical names in English literature, they are *Cimon* and *Thucydides*. And our teachers ought to be more careful to insist that *Aghis*, *Skipio* and *Vā-yē* in the ancient tongue are in English *Ajis*, *Sipio* and *Vē-yī*. It belongs to their province to keep the field of scholastic study distinct from that of literature.

I have not mentioned as a serious argument, the alleged unpleasantness of sound of the Roman method; in some quarters it is enough to say *Kikero*, to decide the question. But in good earnest, is it not a real gain to divest the Latin in our mouths of that excessive sibilant quality which is so unfortunate a characteristic of English? However it may be with *Cicero*, all will admit that *Kaiser* has a nobler sound than *Seizer*, and that *hekinē* is more musical than *sesinē*; *yăkio* than *jāsio*.

As I have already said, if there had been a uniform tradition among the nations of Europe, I should have been in favor of adopting that; as it is, I am not sure that the best course would not have been to take the usage of the Roman Catholic church, as resting upon an uninterrupted tradition, as a living language, from the time of the Roman empire. But to go back to the absurdities and inconsistencies of the English method will, I think, never be done.

SCHOOL DISCIPLINE.

By Principal Wm. E. Anderson, Milwaukee.

In opening this discussion, I assume that it will not be impertinent to enter first into a few reflections as to the definition of the theme itself, and as to the most obvious limitations of its exercise. This successfully accomplished, will leave the ground implied by the terms *Objects* and *Methods* more open for examination.

We use the term *discipline*, with reference to certain merits or defects in the general management of the school. Although the name is sometimes improperly restricted to certain performances involving a boy in one hand and a switch in the other, it is only appropriate as characterizing the habits of both teacher and school, the behavior of the pupils, their respect for decency and decorum in and about the school-house, their manner of entering and departing from school, their attention to punctuality and diligence, and their regard for, and observance of the plain rules of morality. These are the facts of conduct with which the disciplinarian has to deal.

From this extended outline of the field for discussion, it should not be inferred that other functions of the school are subordinate to the task of training in conduct.

The mention of the requisite 'observance of the plain rules of morality,' is not intended as an acceptance of the doctrine which imposes moral instruction as the first duty of the public school teacher.

Without derogating the teacher's obligation to teach morals as concurrent with his legitimate work, I would put the case thus: Discipline is for the sake of the school, and not the school for the sake of discipline. The fact should be fully acknowledged that the school is for intellectul training and mental acquisition,— that its discipline should be shaped to that end; further, that the child under the guidance of his preceptor, is environed by moral obligations. The disciplinarian explains these obligations, and devises means and methods to ensure observance, obedience, and repect for them.

Plain as this limitation appears, it is too often ignored. This special feature of school management, on account of its intricate difficulties and from its necessary bearing upon successful teaching, sometimes leads to serious omissions; the true end of the school becomes lost in a too engrossing attention to the means. The exercise of discipline, too, has its allurements. It is that side of the school which most easily strikes the eye of the layman. The preceptor ever finds the most telling proof to his employers of his fitness as a principal, in the external manipulation of his classes. The tap of the bell, the precision in movement, the attractive ap-

pearance of concerted obedience as in calisthenic exercises, the military promptness of the class in line, and the martial dignity of the teacher, constitute — too often — the shell of a school in which there is no kernel of real worth. A peep into the copy books, or an hour spent in hearing recitations, is all that is needed in such cases to discover that in schools, as in other things, all is not gold that glitters.

As the authority of the teacher is the basis for the exercise of discipline, since he stands to the pupil as the concrete sign of restraint and repression, no treatment of the subject is complete without reference to special requisites in the character of the teacher.

The first limitation in a proper order of investigation, lies in the teacher himself.

If he has social defects, they prove seeds which bring forth abundantly of their kind among his pupils. Cynicism, habits of making sarcastic allusions, ostentation, vaunting, fretting, nagging, noisy outbursts of indignation, petulance in the teacher, all prove fruitful parents of disorder in the class.

On the other hand, social excellency,— that is, a beneficent and noble character bearing itself in those outward appearances of conduct and personality by which society is ever pleased,— has a powerful and captivating influence in the school room. This quality is demanded upon the principle that the trainer should be master of his art. It implies an agreeable person and dress, a winning and persuasive voice, graceful demeanor, kindness, sympathy, frankness, perfect control of the emotions and energy. It implies, as qualities attainable by study and observation, a large knowledge of human emotion and motives as they run in youth, and especially in the society of the school. It is, perhaps, sufficient under this head to remark that, although success in no profession is entirely independent of the social character of the candidate, yet, in the work of teaching, it is a more important element than in any other field of professional labor,— not excepting even the ministry.

A second limitation, deserving mention as lying too often beyond the control of the teacher, comprises such disadvantages as arise through crowding, ill ventilation, and uncomfortable extremes of temperature. Physical surroundings are powerful agents for or

against deportment. An important condition of training in conduct, as well as an essential requisite to mental acquisition, consists in guarding against intrusions and detractions of physical discomforts.

A third and perhaps most important limitation to the exercise of discipline, and one which many probably feel to be the most formidable, judging from actual conflicts, the scars of which are not easily smoothed out of remembrance, is the limitation imposed by parental, domestic, and ultra school influences. In adapting our practice to this, we may formulate the condition in these words: School Discipline should consist of those practices and expedients which may be naturally hinged upon the government of the families whose members form the school. The disciplinarian has to build his system upon foundations offered by the society in which he labors. He should, therefore, select expedients, punishments, and incentives, which will not be ill-adapted to the home life and habits of the child.

While he should always strive to work from the home upwards, in training in conduct as in intellectual training, it is of prime importance that he keep in mind the fact that he is only one agent employed in forming the character of the child to a correct model. In a general way, we first survey the society which supplies the school with its material; then the questions, what ought we to expect from the children, to what standards of behavior shall we demand conformity, must be answered. It is to the unsatisfactory replies to these two questions, or to their being ignored altogether in the practice of many worthy teachers, that the most stubborn cases and inextricable muddles between teachers and parents, may be accredited. This question of adaptability not only obtrudes itself upon the preceptor in setting out the general scheme for the pupils in common, but it confronts him in special cases. If the information it asks is an unknown factor in determining the method for the case in hand, he should take heed lest he fall.

There is another aspect in which this limitation to discipline imposed by ultra school influences, should be viewed to be fairly measured. The week through, one fifth only of the pupil's life passes under the eye of the teacher. There may be a constant and active reserve of bad training at home. There may be the accum-

ulated results of years of ill-devised home government ingrained into the child's very soul. There is the not infreqent set and contrived antagonism to school restraints vaunted in the home circle. With these contingencies arising, it should be no surprise that the skill of the most expert tactitian in methods of discipline is sometimes baffled. It is in this view of the relation of school and home that the difficulties besetting the teacher are most apparent; and it is here that the average public school proves itself superior to the average home in discipline and moral tone. The wonder is that the discipline of the average school while contending against such odds—in ratio of time in school to that spent out of school—stands so fair. It is, perhaps, not irrelevant to remark, also, that when considered from this point,—time spent in school versus the time spent at home,—that the utter futility of attempts to tack on to the common school curriculum such things as Physical Education, is clearly shown. Moral and Physical Training might fittingly find a place among the subjects taught by ministers and teachers of adult society. That such a field of knowledge is waiting to be tilled, is proved by Herbert Spencer. It is my humble opinion that there is great need of teaching parents the art of moral and physical training of children. The giving of set and formal lessons in morals, except as such lessons are suggested by defects in the conduct of the pupil, is ulterior to the teacher's legitimate sphere of labor. Physical education and training can be performed in the real sense of the term only by those who have the whole life and habits of the child under control.

Physical education and training, except as a text of study, has no legitimate place in the labors to be performed by the public school-teacher.

It is time that principals and school boards perceive and acknowledge certain well-defined limits to the school-master's work. He has already become so largely identified, in popular opinion, with the moral improvement of society that he is called upon, in first one publication and then another, to perform the task of scapegoat, upon whose shoulders is piled the ills that follow prevalent social follies and practices, and injudicious parental indulgence.

The calling upon the public school system to mend the weak places in society, and the quiet assumption of the task by teachers

have exposed the system to attacks similar to that recently made by Richard Grant White. "The public schools teach immorality and even licenciousness among girls and boys," says the prelate. "The system of education is to blame for the prevalent decline of physical vigor in the young," say the physician and the sanitarian. "You are directly responsible for the multiplication of scalawags, and the appalling amount of loaferism in the country," says Richard Grant White.

There is one thing necessary to give these criticisms the weight of candor, and to enable the reader to assign to them their due proportion of truth. The critics should accompany their charge with a brief statement of the extent of their actual observation. In nine cases out of ten these impeachments of the public schools are made by men who have not spent ten minutes in a class room in as many years.

Having dealt with some of the most obvious limitations of discipline, let us come more directly to that consideration of the subject suggested by the title of this discussion. We are easily led by the term "objects and methods" into two channels of speculation. First, what exactions, restraints, and obligations is it wisest for us to impose. Second, in what shape shall we dress our authority? How shall we array the forces at our command in executing the law of the school?

In answering the first question, we need to name the elements which are most antagonistic to the successful performance of the functions of the instructor. They are easily listed:

1. Irregularity — including truancy and tardiness.
2. Idleness, obscenity, and profanity.
3. Loud and boisterous conduct about and in the school building.
4. Disrespect for authority, culminating in open disobedience.
5. Distractions ulterior to school, which follow the pupil into the class, entailing neglect of study by preoccupation and by dissipation of the nervous forces; as when school infants are allowed to participate in social pleasures which occupy late hours, such as dancing and party-giving.

Under the last head might also be mentioned a too early development of the sentiments between the sexes, and the destruction

of the appetite for knowledge by indulgence in the reading of fiction. The mention of this fifth obstacle is proper for completeness sake. It needs special treatment in laying out a system of discipline.

We have in this list the substance of the evils which concern us in practical school management.

Space forbids me going any further into a delineation of expedients and methods, than merely to characterise the spirit in which the tasks of the disciplinarian should be performed. To do this, allow me to quote from Alexander Bain, who says: "There has undoubtedly been in former times very great mismanagement in every one of the regions of repressive authority — in the state, in the family, and in the schools; in all of which an excess of human misery has been habitually engendered by badness in the manner of exercising control. It is, perhaps, in the family that the mischief is most widely spread and most baneful. By degrees we have become aware of various errors that ran through the former method of discipline, in the state as well as in the family. We have discovered the error of working by fear alone, and still more by fear of coarse, painful, and degrading inflictions. We have discovered that occasions of offense can be avoided by a variety of salutary arrangements such as to check the disposition to unruly conduct. We consider that a great discovery has been made, in regard to punishment, by the enunciation of the maxim that certainty is more important than severity; to which should be added, proportion to the offense. We also consider that by a suitable training or education, the dispositions that lead to disorder and crime can be checked in the bud; and that until there has been room for such training to operate, the mind should not be exposed to temptation. We have become accustomed to lay more stress than was formerly done upon cultivating the amicable relations of human beings; the tendency of which is to abridge the sphere of injurious conduct on the part of the individual."

We get in this brief extract some of the most valuable hints in school discipline. The wisdom of imposing few restraints, the importance of carefully expounding the laws of the school, and instructing the pupils at the same time in the reasons for making the laws; the unwise custom of working by fear alone, and the evils of

affixing stated punishments to certain offences, the provision of suitable safeguards to temptation,—all deserve to be welded into practice. They may help the school-master to avoid those methods of correction which are positively bad. I have one or two illustrations in mind which may serve as examples. I discover on the playgrounnd a new game attended by some risk to the windows. It runs for a day or two, perhaps longer, without accident. At last a light is cracked. The boys see it done. I now state to them that their sport is likely to result in injury to property; that they have seen proof of this; that while it may be enjoyable to them and give me satisfaction also in seeing them so happily employed, nevertheless I regret that I must forbid it. I write on the board, "no more shinney," and there is no more. The shinney clubs go overboard at once.

Again, how much better it is to say, "Boys, you are killing those young trees by jerking them as you play at tag. When spring comes and some of them show no leaf, their tender rootlets having been broken and disturbed by your rough handling; when every thing else seems fresh and growing and they are dead, you will regret it. Yet such will be the case if you do not desist from catching at them and hugging them as you play. The only safe plan to follow is not to put your hands upon them. Spare the trees." I say, how much better it is to appeal to them in this way than to put it after this bad fashion: "Boys, let those trees alone or you'll get a licking."

It is true these instances only represent a remedy for occasional and transient evils. They are nevertheless fair illustrations of the spirit which should imbue our practice. Persuasion is the first resort in correcting evils. Punishment must sometimes be inflicted, but even then there is always needed a due regard for fitness, degree, the circumstances prompting and abetting the commission of the act, the age of the offender, his disposition, his susceptibility to correction, and finally the amount of genuine regret that spontaneously follows the deed in the heart of the culprit.

I think one should take good care of the present, not so much that he may have a great future as that he may have a satisfactory past.—R.

TEACHING ENGLISH READING TO GERMAN CHILDREN.

There are in this State hundreds of schools in which the majority of the pupils are of German parentage, and therefore more or less unaccustomed to speak the English language with the ease and fluency they manifest in using the tongue of their ancestors. Indeed, there are some districts in which English is strictly the "school language," and the "home language" invades the playground and is with difficulty restrained from becoming the speech of the school. I have, in my own brief experience, sometimes received a sudden and spontaneous German sentence in answer to an English question asked some overeager pupil, and often some keen youth has "known it" only too well, except for the fact that he could not say it in English.

Yet the German parents at home are very anxious to have their boys and girls speak the language of this new country and speak it as well and as naturally as a native. They want the schoolmaster to do far more in this direction than circumstances can possibly permit, and they are sometimes quite dissatisfied with what has been actually done. The school is the best place in the world to teach everything except a language; but the influences of the home or the shop, are the best educators in the great art of talking.

All that the teacher can do is to encourage an intelligent and correct use of English among his pupils. The chief means of attaining this object, of course, is the reading lesson, and the art of teaching reading in these German schools becomes an "art" indeed compared with what the labor is in teaching American children to read. With the latter, one has no imperfect pronunciation and accent to overcome. British educationists visiting American common schools have expressed the greatest admiration for the clearness and purity and "ring" with which even the babies of the school enunciate the King's English. They have also a wonderfully correct apprehension of the meanings of words — so exact that long before they read the large words of the Fifth Reader they are perfectly familiar with their use.

But instead of possessing these advantages, the teacher of Eng-

lish reading meets corresponding difficulties in the training of his German pupils. There is, in the first place, the difficulty of pronunciation, and then the difficulty of making the pupil understand what he is reading. These are the two obstacles to be overcome before it is possible to make good English readers out of your pupils.

Their German accent must be got rid of, and those consonant sounds which, according to Grimm's law, differentiate all the Indo-European languages, must be particularly attended to. The German boy who first approaches that line from Tennyson's "Brook,"

"I babble on the pebbles,"

will be almost sure to read it,

"I *papple* on the *bepples*."

He is invariably sure to get his *p's* and *b's* mixed. He will pronounce *d* as *t* and *v* as *f*, and so on. The reason is that the vocal organs of his ancestors, for generations, have been accustomed to move in a particular manner, and it is as difficult to acquire the English positions as it is for the beginner to learn the five-finger exercises on the piano.

You may correct your German pupils for an entire year on the same word. They will never get over calling *very*, *wery*, until you describe for them the proper positions of the under lip and the upper front teeth. And they will be apt to call it *fery* until you distinguish between the utterance of the voice and of the breath. This, too, is all the difference between *d* and *t*, *b* and *p*, *g* and *k*, *ch* and *sh*, etc. A thorough exercise in these consonant sounds and an appreciation of their differences may require but a few lessons, but it will save a very large amount of more circuitous labor. Sounds unfamiliar to German ears, such as *th* hard and *th* soft, will require constant drilling. In many cases it will aid considerably if equivalent sounds can be found in German words to illustrate the English sounds.

The imparting of a thorough knowledge and understanding of the substance of the reading lesson, is, in many respects, even more difficult than gaining a perfect pronunciation. But there are here various aids which may be resorted to. A thorough series of questions exhausting the whole story, or description read, will be found quite advantageous. It will not be difficult to turn the substance

of the reading lesson into a catechism of this kind. Every new or unfamiliar word must be defined and used in a sentence. It may be well to require the substance of the lesson in writing, or an impromptu synopsis of it may be called for. By these methods the teacher may not only secure his immediate object — a perfect understanding of the lesson — but he may also cultivate the conversational use of the language. This, I apprehend, should be no small end in schools attended by German children. Their conversation in English is often but occasional, and then more or less awkward and ungrammatical. Under the direction and encouragement of the teacher they may rapidly improve in fluency and correctness of conversation, and the reading lesson will then be made doubly valuable.

These few thoughts upon a subject which I believe merits more attention than it usually receives, have been suggested by actual experience in teaching reading to German children. Much of what I have written has undoubtedly often occurred to older teachers, and many other useful hints might, perhaps, be added from a riper experience; but if what is here said shall make the subject one of more thought and attention, I believe it is not written in vain.

H. J. DESMOND.

Milwaukee, Wis.

SELECTED.

WHICH IS THE TRUE IDEAL?

Up to this point, there are, as it seems to me, three developments in the Quincy evolution which has been so much talked about and written about: 1. Mr. Adams's ideal public school has been realized,— an ideal which is not at all in accordance with the "modern German theory" of the public school, or with the theory held by the foremost educators throughout the civilized world. 2. A system of instruction which is no system, or, to quote from the authoritative report, "The essence of the system was that there was no system about it." 3. An emphatic approval by an influential layman of the educational axiom, that the professional

superintendent is an essential instrumentality in an efficient system of schools.

The essential question at issue is whether Mr. Adams's ideal of the "common school," as he persists in calling our free public school, is the true one, and that which ought to prevail and which is to prevail in this country. He has nowhere, to my knowledge, made public a formulated statement of his ideal. He says, in substance, that the "Quincy committee"—a modest euphemism, probably, for the pronoun "I"—had a very definite idea of what they wanted. This they communicated to their superintendent, who, it seems, was willing to try to work it out, he being allowed to use his own methods in doing it. As to the methods, not much need be said. The superintendent has often said, what is apparent to every well-informed school man (or "pedagogue," in the foreign sense, I should prefer to say) well knows, that there is nothing new in the methods he employs. No doubt there is much that is good in his ways of teaching. But the characteristic of them, to which I object, is their pervading *ultraism*. I am not an ultraist. If I have learned anything, it is that wisdom and ultraism do not go hand in hand, but that they are always wide apart.

But to the Quincy ideal or theory, as I gather its import from the utterances of its originator and propagator, I do object most decidedly. It is the attempt to propagate this theory and to put it into practice throughout this country that Mr. Adams calls the "new departure." He thinks his theory very important, while I say of it, "*important if true.*" I hold that it is not the true theory, and ought not to prevail. He condemns the whole tendency of the public school system in this country, and wants to replace it by his ideal. The New York amateur educationalist believes the system an utter failure, and wants to sweep it from the face of the earth, and to substitute for it a system of free pauper schools.* The Quincy educationalist seems to think the commonly received theory of the public school is a mistake, but he does not propose to wipe out the system as a system; he proposes to change radically the aim and scope of the instruction, by the substitution of his ideal. This is his reform. His ideal, as has been remarked,

* Richard Grant White.

does not appear to have been set forth in a recorded formula. But it is, as I judge, in substance what is commonly known as the *three-R ideal*, modernized and furbished up in the garb of rational methods. The rational methods, so long as they are kept in rational limits, are to be accepted and propagated as far and as fast as possible. But in this latter end of the nineteenth century, is the greatest democratic republic in the world going to accept as its ideal of a State system of public instruction, the old, exploded three-R theory, which has been utterly abandoned and repudiated by all other free countries and all civilized monarchies on the face of the globe? I think not. I think we shall retain the true modern ideal to which we have been working in common with the rest of the civilized world, and not go back to the old mediæval ideal.

But it is not to be denied that the three-R system has its adherents in all countries. They are found in the two extremes of the social scale. Here the least liberal portion of the aristocracy and the illiterates join hands and fight under the same flag. The aristocracy furnish the officers of this army, while the mobocracy constitute the rank and file, using ballots for bullets. Mr. Adams seems to have assumed command of the American division of this army. His Chautauqua manifesto was a declaration of war. One of his lieutenants, a brother, who is a rising *litterateur*, having two years ago been elected a member of the Boston School Committee, has already made some progress, aided by the late superintendent, in carrying that city. He has begun there the reactionary movement. In the mean time the chief having been appointed a member of the State Board of Education, it is presumed that he will now remove his headquarters from the rural town of Quincy to the Capitol on Beacon Hill, whence future orders may be expected, bearing the stamp of the State seal. He has already, in unmistakable terms, given notice that the movement thus set on foot is to be no child's play. And this truly is not a mere bluster. He knows that the forces under his lead will be supported by those marshalled under the flags of the Richard Grant Whites and the Bishop McQuaids. For my part I take my stand under the opposing ensign, bearing no such miserable device as "*Three R's only for the children of the masses*," but that other motto, dear to the hearts of the American people, "*The public free school, made good*

enough for the best and free to all." This is the ensign which Horace Mann held up so gloriously to the world, and for which service to mankind his precious memory is honored with a statue in front of the Capitol of his State. Under this ensign the Mundellas, the Huxleys, and the Bishop Frasers in England, the Jules Simons, Gréards, and the Buissons in France, the Bonghis and Sacchis in Italy, the Falks and Wieses in Germany, the Stremayrs and Dittes in Austria, are contending for a worthy and fitting education of the people. In this contest I am proud to take my place as a humble volunteer private on the side of modern progress, and against the reactionists.

Mr. Adams's paper in "Harper," read in the light of preceding developments, reveals his objective points and his strategy. These objective points appear to be two: *First*, to discredit the American theory of education, and thus create a public opinion in favor of the ideal which he represents,—a public opinion which shall by degrees, and as soon as possible, secure its crystallization in legislative enactments; and, *second*, to secure the training of a class of specialists to administer it. In other words, the aim is to do for the whole country, beginning with Massachusetts, what he has attempted to do in Quincy. In Quincy the committee settled upon the policy of the three R's as their ideal, and employed a superintendent to carry it into practice. And it is important not to confound the good methods efficiently employed by the superintendent with the bad theory, not of teaching, but of the aim of the "common school" he was set to realize.— JOHN D. PHILBRICK, *in* "*Education.*"

THE NORFOLK COUNTY REPORT.

It has been called unique. It is certainly peculiar in some respects. One of its peculiarities is a quality analogous to that of the pictorial curiosity which represents to the eye very different objects, according as it is looked at right side up or wrong side up. Looked at wrong side up, it makes the Norfolk County schools "go to pieces." Looked at right side up, it has a different effect. This is the result, in part, of the defective plan of the examination, and in part of the injudicious manner in which its results are pre-

sented. I once had the honor of an appointment to the office Mr. Walton holds. In accepting it my purpose was, by permission of the Board of Education, to make a complete survey, by personal examination, of every public school in a certain county where I taught a district school in my college days, and make a full report of their excellences and defects, being sure that such a document would attract wide attention, and do much good. My design was to reveal the *whole truth* about those schools, as far as it was possible to do so, but other duties called me from the task. The vice of the Norfolk County examination was that it was calculated to reveal only *a part of the truth*; whereas, if it was to be used as the chief witness to decide the fate of the great American system of free public schools, it should have been required to tell the truth, the whole truth, and nothing but the truth. But it seems to have been required to tell only a part of the truth, and that not the most material part. Every pedagogical man ought to know that an examination of a school, in order to be just, should be so planned and conducted as to show, not merely what has not been done in it, but what has been done in it. It should cover the whole curriculum; it should be adapted to the aims and methods pursued. Mr. Walton's examination was not of this kind. It was limited nominally to the three R's, but in reality it made demands in regard to two of them which were quite disproportionate for the most practical and useful scheme of an elementary education. It ignored branches of immense practical utility, on which doubtless the teachers and pupils had expended a vast amount of fruitful effort. In fact, consciously and by design, or unconsciously and by accident, it seems to have been planned in accordance with the Quincy ideal of what and how to teach, as if its end and aim had been to compare the other schools of the county with that standard in respect to certain branches and methods only, thereby giving the Quincy schools the advantage.

Then, in the make-up of the report, there is, in my judgment a radical error. In test examinations it is always allowable and proper to take account of the best specimens, as indicating the ideal aimed at, and the stage of excellence actually reached. The average results are also and especially to be regarded. But the poorest specimen in a particular branch counts for nothing. In every school,

in every class almost, you have your exceptional scholar. He is weak in some branch, while strong perhaps in others; he has been sick, or absent for other causes, or he is essentially, if I may employ the phrase, "a lame duck." No teacher, no system, no superintendent, is responsible for the failings of these few inevitable laggards. It is unreasonable to expect them to march "company front," and much more unreasonable to make their performances a test of the success of a school system. Apply this test to Harvard College, and how swiftly that grand institution would "go to pieces," every one of its learned professors well knows. And yet Mr. Walton seems to have felt it his duty to display, in lithographic *fac-similes*, the wretched scrawls of the bottom weaklings and "hopeless cases," as if they were evidence of the condition of education in Norfolk County. This was especially inexpedient in dealing with ungraded rural schools, where the classification is necessarily imperfect. And what is said of the poorest *fac-similes* is obviously equally applicable to the lists of misspellings. In my day I have had to fight hard against the overdoing of spelling, and indeed the overdoing of all the three R's. They are essential, but they are not everything. Shakespeare did not know how to spell his own name; and the late President Felton used to say, when handing his manuscript to the printer, that spelling was not his trade,— that he professed Greek.

And so the result is that the report affords the materials from which two very different representations of the worth of the schools of Norfolk County, could be furnished without perpetrating a verbal falsehood. In the hands of an honest and competent expert it could afford proof, with the aid of other easily accessible facts, that the schools of Norfolk County are not a failure, although not on the whole up to the best in the State. At the same time, it furnishes materials from which a conscienceless but ingenious journalist might, by due manipulation, make a representation which, to the general reader, would seem to have a very bad look; he could make a selection of items and pieces from the "results," no one of which is in itself false or very important, and by arranging them in a mosaic patchwork, with the addition of bits of exclamations here and irrelevant coloring there, produce the effect of a falsehood. Precisely this has been done by an editor out West,

and he has spread out his tessellated libel in his unsavory columns, to make it appear to his readers that a county, "within ten miles of Boston State House," is a waste, howling wilderness of illiteracy, that its school committee-men are dolts, and its teachers ignoramuses. Here are some of its gems: —

"In many others [towns] the scholars of fourteen years of age did not know how to read, to write, or to cipher." "There is not a single utterly exploded method of teaching children to read, write, and cipher which was not found flourishing in full vigor." As to the average letters and compositions, "anything worse it would be hard to conceive." "And all that within twenty miles of Harvard College."

These "editorial comments" are quoted at great length by Mr. Adams, and submitted as a truthful statement of the "results" revealed by the report.

He says, so far as Norfolk County is concerned, "this [the long, libellous editorial quoted by him] does not seem to be an overstatement of the case," and adds, "Moreover, there would seem to be good reason for suspecting that the schools of the county are not, as Mr. Walton says, 'neither better nor worse than similar schools in other parts of our State,' but that, on the contrary, they are distinctly of the better class." This is the proof that those "editorial comments" represent the *true* condition of the schools of the *whole State of Massachusetts!* To make this newspaper travesty cover the *whole country*, the preface to the edition of the Walton report published by the Norfolk County body that originated the examination, is made to say that they "clearly intimate their belief that, if subjected to similar practical tests, the schools of no other section of the country would, as a whole, show any better results." And this is the whole argument, by which it is attempted to be proved that the public schools throughout the whole country are in a "highly unsatisfactory condition" (which means, if it means anything, the condition of the Norfolk County schools, as *represented* in the "editorial comments")! — this exception only being allowed, "That there are cities and towns which have been exceptionally fortunate in having intelligent direction, and through it have secured an excellent system of schools, no one would deny."

Eliminate from this pretended proof the unsupported assertions, and the falsification of the newspaper, and what would remain but a partial examination by one man of a few of the pupils in one of the counties of the Union?

As a contrast to this trumpery and its sufficient refutation, let me quote the last words ever penned by the late Dr. Barnas Sears, than whom I need not say there was no higher educational authority in America, and ask my readers to "look on this picture and then on that." In concluding his masterly sketch of the "progress of education in the United States during the last fifty years," which he is said to have rewritten three times, he says:—

"Imperfect as our survey has been, its effect cannot be otherwise than inspiring. The friends of humanity, who have expended so much thought on the improvement of society, observe with satisfaction that however it may be in other departments of our social organization, none of their hopes of the efficacy of general education have been disappointed. The experiment has been made on a sufficiently large scale and for a sufficient length of time to test the system. If the old district school of New England, imperfect as it confessedly was, bore good fruits,—which none will deny,—the modern system, with its manifold improvements, has borne them much more abundantly."—JOHN D. PHILBRICK, *in* "*Education.*"

HINTS ON TEACHING.

BY THE EDITOR OF THE NATIONAL EDUCATOR.

Reading.

Never permit anything to be read without being understood. Ask the definitions of words. The definitions should be given in the scholar's own language, rather than mechanically from the dictionary. Sentences should be given by the pupil, in which the word is correctly used. The blackboard should be used by the teacher in illustrating the meaning of the words. Many difficult words can be elucidated by a representation on the blackboard. When the pupil reads in a sing-song, drawling way, he should be required to close the book and repeat the sentence from memory, in a natural, conversational style. A short synopsis of the reading lesson should be written by the pupil on the blackboard or given after the book is laid aside. The principal words of the lesson should be spelled by the pupil. At least, part of every lesson should be read in concert. Use good, intelligible, and plain reading. Let your ornamental, elocutionary reading go to the dogs.

Spelling.

The bulk of spelling should be taught in dictation exercises. Difficult, unusual, and outlandish words should not be dictated, except to advanced pupils. Frequent drills should be given in the spelling and proper writing of common words and terms. In these the mistakes are most frequent. Such words as *to* and *too*, *their* and *there*, *I* and *aye*, *principal* and *principle*, are frequently interchanged. The possessive forms are often incorrectly written, as *their's*, *it's*, *our's*, etc., for *theirs*, *its*, *ours;* or *ones* and *others* for *one's* and *other's*. Simply to learn the orthography of words without attaching any meaning, is a waste of time. An oral exercise in definitions should accompany every spelling lesson, or, what is still better, a sentence building exercise in which the word that is spelled is properly employed. It does not matter how the definitions are given, only that the pupils demonstrate to the teacher that they know how to use the words.

Writing.

Give frequent drills on the principles which enter into the composition of letters. Practice in these makes perfect. Always before commencing a writing exercise, let the pupil practice a few minutes on loose paper. Give him such exercises as will best prepare him for his lesson. There is too much copy-writing, too little copying from books and papers, or even of committing thoughts to paper. Pupils should be accustomed, as soon as they know how to combine letters, to write out their thoughts. No two pupils can ever be made to write alike. It is the hight of folly, in a teacher, to require pupils to imitate the copy. No two pupils look alike, think alike, speak alike, act alike,— why should they be made to write like the copy? If they are forced into a mechanical imitation of the copy, they will not practice it twenty-four hours after they leave school. Nor should they, for who would want to have his handwriting or signature to be the fac-simile of another?

Drawing.

At least half of a primary scholar's time can be spent in drawing. A teacher who has ordinary skill, can draw a model on the blackboard after school hours, which, after a few words of explanation, scholars can copy on their slates next day. If the teacher has not been taught drawing, he can get a book on the subject, and with a little study prepare himself to give the necessary instruction. Simple objects from nature can be drawn first, to be followed by map-drawing, and afterwards by mechanical drawing, in accordance with actual measurements. The problem, how can young pupils be kept busy and, consequently, out of mischief in school hours, can be best solved by giving them drawing lessons.

Arithmetic.

Readiness is a prime requisite in arithmetical study. It is necessary in writing numbers, in addition, in grasping a question, yea,

everywhere. Numbers should always be written from left to right. When the fact is borne in mind that from one to three figures denote units, from four to six, thousands, from seven to nine, millions, etc., the numeration table, which is so apt to confuse children in writing numbers, can be dispensed with, and the work greatly facilitated. Not one person in fifty can add long columns of figures swiftly and accurately. Addition should be practiced for years. A readiness in adding is worth more than all the rest of arithmetic together. Great presence of mind and good judgment are necessary in arithmetic. Many pupils become confused when questions which are different from those contained in their textbooks, are given them. A simple question like, "James can pick 5 bushels of potatoes in an hour and John 6 bushels, how long will it take them to pick a bushel when they work together,—how many bushels can they pick an hour,—how many hours will it take them to pick 100 bushels?", is apt to throw the unwary off their guard.

Common sense and good sound judgment are worth more than all the rules. Illustrations by diagrams of the principles involved, should be given. The pupil should learn to understand that many processes are conventional, resorted to simply for the sake of convenience, such as adding, subtracting, and multiplying from right to left, and dividing from left to right, and that the reverse is just as correct in principle. The same is true of inverting the divisor in fractions. Furthermore, that geometry and algebra are less difficult than arithmetic, and form the basis of many arithmetical principles, so that many rules and principles, such as those of the common divisor, common multiple, etc., can hardly be explained without a knowledge of geometry and algebra. This is equally true of mental arithmetic.

Geography.

Too much time is devoted to little matters in geography. The important localities should be studied, unimportant ones not. Geography, like charity, should begin at home. The State and neighborhood in which we live, demand attention first, and only after he has become familiar with these, should the pupil turn his attention to distant countries and places. The practical in geography should not be neglected. How to travel from Allentown to Pittsburg by railroad is more important than to know what is the capital of Liberia, though, in nine cases out of ten, pupils know more of the latter than of the former. Comparative geography is very important. Compare the size of States with that of Penn. Texas is five or six times as large as Pennsylvania. Rhode Island is not much larger than Berks county. The U. S. now has a population of 50,000,000. Compare other countries with ours. Teach something of the history of countries and places in connection with their geography. Always have the outline map at hand, and let the pupil point out every locality. Map drawing will give a better idea of the shape of a country, its physical and political features, than can be obtained in any other way. Combine physi-

cal with descriptive geography. Ask for the reasons of phenomena. Be sure that the pupils know what the terms employed mean. Many little ones can rattle off all the capitals, but cannot explain what a capital is. Reviews are particularly needed. The exercises should be repeated until they become impressed on the minds of the children.

Grammar.

Ask yourself what you design to accomplish by teaching grammar. If the object is to teach pupils to speak and write correctly, then begin even with the youngest children. Teach them to talk correctly. It is no easier to learn to talk improperly than properly. Give the pupils frequent exercises in talking. Let them relate what they have seen or heard. As soon as they can write, let them compose sentences. Give them plenty to do to keep them out of mischief and free from listlessness. Correct and criticise incorrect expressions and bad syntax. Permit no mistakes uncorrected in any recitation or conversation. Encourage pupils to read and always require them to reproduce, in good language, either orally or in writing, what they have read.

If your object is to teach analysis and parsing, do not begin until the mind of the pupil is sufficiently mature to form judgments. Good sound reason is requisite in classifying words and parts of sentences. Every sentence should be carefully studied. It is best to require a grammar lesson to be written out and brought to the recitation for correction. In parsing, when classes have made some progress, do not spend time in rattling off what everybody knows, but call for that which requires thought, such as the agreement, relation, government, etc. Give particular attention to infinitives, participles, imperatives, cases, dependents, etc. Inverted and complex sentences should also be carefully analyzed.

History.

The study of history may be begun as soon as the child is able to read fluently. The text-book used should be written in an interesting style. General facts should be taught at first, omitting dry details and minutiæ. Charts, maps, and pictures are great helps in studying and teaching history. The teacher can impart useful instruction in history by giving an occasional talk. Historical quizzles are very useful. Much of the information acquired from reading history, or from historical talks, should be written out by the pupils. The topical method is very good and, on the whole, is preferable to the synchronistic. Dates and numbers are very important. These should be thoroughly committed to memory. The idea that the memory should not be exercised is an erroneous one. There is too much indifference in memory studies, such as history. Repetitions and reviews fix facts and dates in the mind. Much of the history of other countries can be taught in connection with our own history. Never neglect to point out the moral effects of historical events. In teaching history, remember that there is philosophy in it.

VENTILATION.

It is generally admitted that much sickness is caused by a lack of proper means of ventilation in school-houses, and has been so stated by our State Board of Health. As yet but few of our rural districts have made any effort towards removing this very dangerous cause. This hesitancy is partly caused, no doubt, by a lack of knowledge of how to proceed to accomplish the desired object. People think too much of their children to be influenced by any other cause.

It is a well-known fact to those who understand the properties of the air, that the object to be accomplished in ventilating a room in the winter, is to admit warm fresh air into the room and to remove the impure air from the room through an opening near the floor, as the impure air is always the lowest.

When rooms are heated by means of a furnace in the cellar, and have a heated flue in the chimney with an opening near the floor these objects are accomplished, though the air never is as pure in the house as it is outdoors. When the house is not constructed in this way, these objects may be accomplished in the following manner:

Below a line immediately back of the stove and under the house, place a box which will extend through the opposite walls and communicate with outdoors at both ends. There should be doors for the openings at the ends, so as to take advantage of the wind. Place an ordinary horizontal drum on the stove. Cut a hole through the floor back of the stove and one in the box beneath. Connect the opening in the back part of the drum and the one in the box by means of a nine-inch stove pipe fitting tightly at both ends. This will admit a current of fresh air in through the drum into the room, which will be warmed as it comes in. The pipe should have a damper in it to regulate the current. The box under the house should be made of twelve-inch boards.

To remove the foul air from the room, place a box made of ten-inch boards in the corner by the chimney, which shall extend from the floor to a point several inches above where the stove pipe enters the chimney, the box being open at the bottom and closed at the top. Place a drum on the stove pipe where it enters the chimney, and connect this with the box in the corner by the chimney by means of a nine-inch stove pipe (cutting a hole in the side of the box to fit the pipe), and with outdoors by means of a similar pipe which may pass directly through the side of the house on a level with the drum on the stove pipe, or may pass through the roof. The end of the pipe which is outdoors should have a protection several inches from the end, to prevent the wind from blowing in. The drum which will be heated by the stove pipe will cause an upward current in the box, and thus rid the room of a large amount of the foul air.

The patrons of the Stockbridge school called a special meeting and voted a tax to apply this contrivance in their school-house.

The work has been neatly done with an expense of about twelve dollars to each room. The results are very satisfactory. The current of air from the drum can be felt at a distance of four feet and the escaping current from the foul air pipe outdoors can be detected by its heat, which is sufficient to warm the hands on a cold day. There will be an economy of fuel as the fresh air is heated in the most economical way.

If a horizontal drum can not easily be placed on the stove, the stove pipe may be enclosed by sheet iron, the space between the pipe and the sheet iron being closed at the bottom and opened at the top, the connecting pipe entering it near the bottom.

J. C. HALL, *in Calumet Co. News.*

THE MONTREAL *Herald* has the following concerning the division of labor: Tennyson can take a worthless piece of paper, and, by writing a poem on it, make it worth $5,000. That's genius. Vanderbilt can write fewer words on a similar sheet and make it worth $50,000,000. That's capital. And the United States Government can take an ounce and a quarter of gold and stamp upon it an "eagle-bird" and "twenty dollars." That's money. The mechanic can take the material worth $50 and make it into a watch worth $100. That's skill. The merchant can take an article worth 25 cents and sell it to you for $1. That's business. A lady can purchase a comfortable bonnet for $10, but prefers to pay $100 for one because it is much more stylish. That's foolishness. The ditch digger works ten hours a day and digs out 3 or 4 tons of earth for $1. That's labor.

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

Q. If an order is made on the 1st of January for the alteration of a district, and the consent of the district board is not indorsed upon it, will it take effect April 1?

A. School districts are protected from alteration between Dec. 1, and April 1. If an order for alteration is drawn up Jan. 1, it has no force or efficacy until April 1, and the intervening three months cannot be assumed as the three months delay which the want of the indorsement of the district board interposes. The right to interpose delay begins when the power to alter begins—April 1. If the order is not indorsed, it does not legally take effect until July 1. The policy of the law is to give town boards large discretion in forming and altering districts, but at the same time to restrict

the exercise of this power to a certain part of the year, and when this power becomes operative, to give the district officers the right to *delay* any change for three months, if they see fit.

Q. If the teacher hired is unable, after teaching a few weeks, to finish the term, are the board obliged to get another teacher?

A. This is their duty, under section 448, if they can find a suitable teacher in time.

Q. Several families in the district cannot well send to school, the school-house being on an island, and cannot well be attached to any other district; what can be done?

A. It would be proper to let them have a teacher and a separate school some part of the year.

Q. Does the law require the teacher to keep a record of the deportment of pupils?

A. Not specifically, but the state or county superintendent may require such record to be kept, under section 460.

Q. Can the board vote a compensation to one of their number for handling the text-books bought for the district?

A. No, but the clerk may handle the books, and this may be considered, in voting his salary.

Q. Although the person elected may not get his bond ready in ten days, if he takes the books and funds, and orders are drawn and paid by him, does not this legalize his position, or in other words, make him a lawful treasurer?

A. All this makes no difference in the facts of the case. If a treasurer elect fails in the matter of the bond, that vacates the office. There can then be no lawful treasurer until some one is appointed, and duly files a bond.

Q. If a pupil, who has been properly excluded from school, persists in coming, what can the teacher do lawfully, to be rid of his presence?

A. Inform him that he cannot be permitted to occupy his former seat, or take his place in the class. If he attempts to do either, or if his presence in the room is undesirable, he may be requested to leave, and on refusing, may be ejected by force. Or the teacher may tell such pupil that his coming there disturbs the school, and that if he persists, proceedings will be commenced under section 4572, of the revised statutes, explaining the provisions of the section. This would usually be the better course.

HISTORICAL DEPARTMENT.

THE MONTH AT HOME.

Le roi est mort! Vive le roi! By virtue of certain ceremonies on the 4th inst., James A. Garfield is now President of the United States. Ex-President Hayes has retired to his quiet home at Fremont, Ohio. The grateful good-wishes of the American people should, and doubtless do, follow him thither; for it is safe to say that no cleaner and more respectable administration has been known in the history of this country. The writer hereof ventures to confidently predict that the time is not a generation hence when Mr. Hayes will be recognized as the peer of any president in the ability and soundness of his administration of national affairs.

The last official act of the out-going president was his veto of the Funding Bill, a measure which looked to the re-funding of the United States five and six per cent. bonds at a rate of only three per cent., a rate unprecedentedly low for this continent. The passage of the bill by congress created a panic in the New York money market which might have had serious consequences to the whole country, had it not been checked by the veto and by remedial action on the part of the Treasury Department.

The new Cabinet is as follows: Secretary of State, James G. Blaine, of Maine; Secretary of the Treasury, Wm. Windom, of Minnesota; Secretary of the Interior, S. J. Kirkwood, of Iowa; Secretary of War, Robert T. Lincoln, of Illinois; Secretary of the Navy, Wm. H. Hunt, of Louisiana; Postmaster General, Thos. L. James, of New York; Attorney General, Wayne McVeagh, of Pennsylvania.

Mr. Levi P. Morton, of New York, has been appointed and confirmed Minister to France in place of Gen. Noyes.

The death of Senator Matthew H. Carpenter on February 16, has given our State legislature what seldom falls to one legislature, the opportunity of electing two United States senators. Philetus Sawyer succeeds Angus Cameron, while Mr. Cameron steps over into the vacant seat of Mr. Carpenter.

Ex-Senator Tim. O. Howe, Ex-Secretary Wm. M. Evarts, and Ex-Senator A. G. Thurman, have been appointed Commissioners of the United States to an International Monetary Conference at Paris, the purpose of which is to arrange some concert of action between the principal nations in respect to the use of silver as money.

John Sherman's final showing for his administration of the Treasury Department is an interesting document. The diminution of the national debt for the past year is over $115,000,000; for the whole four years, nearly $209,000,000. The total debt, less cash in the treasury, March 1, was $1,880,000,000.

The most general topic of conversation in this part of the world for the month past, has undoubtedly been the wide-spread and unexampled blockade

of railroads, and all other roads, by snow. No such great and general obstruction of lines of communication has ever before occurred in the history of this State.

THE MONTH ABROAD.

The latest important event in Europe is a startling tragedy. On Sunday, March 13, Alexander II., "Autocrat of all the Russias," was assassinated by the throwing at his feet as he descended from his carriage, of a glass bomb filled with nitro-glycerine, after another had torn the carriage badly and failed of its purpose. This abominable act was but the last of *six* similar attempts on the Czar's life by the Nihilists. What the policy of the new Czar, Alexander III., will be, is not yet known, but it will be a matter of interest to all the reading world, since Russia is the only remaining civilized nation in which the government is still an absolute monarchy, or despotism.

In England, the Gladstone government is making some headway. The Coercion Bill is at last a law, and some arrests are being made under it. The Irish Arms Bill — another repressive measure — is on its passage; and the long promised Land Bill is nearly ready to be introduced. The English force in the Transvaal suffered a severe punishment at the hands of the Boers at Spitzkop, February 27, the English General, Sir George Colley, being killed in the battle.

Though various European embassadors at Constantinople are diligently at work trying to persuade the Porte into satisfactory concessions, Greece continues her preparations for war. Her army has been increased to 60,000 men, and there will probably be music in Epirus and Thessaly with the opening of spring.

EDITORIAL.

An exchange asks, "Why is it that so few citizens visit our public school? It is not because they have no interest in them, is it?" and then answers that it is "Pure neglect, — nothing else." We do not care to criticise the logic of this statement, or its inadequacy, but wish to say a few words concerning the fact referred to by the writer. Whenever a patron of a school visits it, in so far as it goes, the act is one of supervision. It matters not whether the motive be curiosity, pleasure, or business, — his presence is a supervisory force, and is so felt by the teacher and the school. The most casual visitation of a school by any person interested in its welfare, cannot fail of being beneficial for this very reason. There are many things about a school to be looked after besides those that require technical, or professional skill for their proper supervision. It does not require a very great amount of special training to tell whether the premises are being properly cared for; whether the public property is being used with due care; whether the air is pure or foul

in the rooms; whether there is order, or chaos in the movements of the scholars; whether there is sympathy, or antagonism between teacher and pupils; whether love, or hate is the law of the school; whether work, or idleness is the aim of the pupils; whether the intellectual and moral atmosphere of the school is helpful, stimulating, and life-giving, or hurtful, depressing, and death-giving; we say these are things that the commonest observer can measure and weigh with very little effort, and without being able to decide upon text-books, programmes, and methods of instruction. But who shall say that these are not of the very essence of the school? Now, if the patrons of the public schools could only see what it is that they can supervise by visiting the schools, perhaps there would be a little reform not so long hence; but they imagine that one not versed in the technicalities of school work, is out of place in the school room; or that his presence will be somehow construed into an intimation that he thinks he possesses such professional skill as warrants him in looking into school affairs, and so they stay away to the great hurt of the schools.

This argument with reference to patrons in general applies with still greater force to the members of the school board. If each member of every school district board in the State were required by law to make specific visits to each department or school within his district, and were to be allowed a just compensation for the same, more benefit to the schools would be purchased at a smaller price than is obtained in any other manner at present. Rarely if ever is a gratuitous service a faithful and efficient service. It may be—almost always is in this connection—an honest service so far as dollars and cents are concerned; but in the long run always a paid public service is the best. We cannot see why any man should serve all his neighbors (the district) for nothing, in a public way, any more than he should serve any individual of them in a private way, and so we hold that the members of the district boards are only bound as every citizen is bound to visit and supervise the school; but inasmuch as patrons in general will not and the superintendents cannot sufficiently supervise the schools, we advocate a little compulsion with the boards, and our argument shows that whether they are specially versed in all school matters or not, they can certainly vastly improve the schools by even a small amount of regular, official visitation.

In many quarters attention has been called recently to the fact that we have in the state university, one student in agriculture and sixty in law, and such a state of affairs is regarded as in the highest degree deplorable. Without passing judgment on the significance of the fact, let us see if we can find a sufficient explanation. In the first place, a university is an institution for scholastic training; it has an atmosphere of books and of study; it bends its energies to the production and moulding of thought; it endeavors to inform and discipline the mind; in a word, it strives to make its students scholars

and its scholars professional men, or at least workers in those fields of activity in which some considerable degree of scholarship and special training both are required before there can be given any fair promise of success. From the very first, everything tends towards a life of intellectual labor, — towards fields of thought instead of fields of corn and clover. Almost always the boys who are wanting in those peculiar mental aptitudes which lead to the realms of science or literature, are drawn away from their books long before they are in any wise prepared to make a university at all serviceable to them. The law of intellectual progress from the common school to the university, is the law of "the survival of the fittest." We speak of the general results. The exceptions simply prove that there is a rule. Whenever a boy finds out in school that the gifts he has are not in the line of study and scholarship, usually he finds out at the same time he has a taste for trade, or farming, or mechanical work, and so seeks a clerkship, a farm to rent or buy, or a shop in which to learn a trade. After giving all children sufficient information and training to serve the purpose of good citizenship, the public schools seek, by a multitude of crucial tests, to find out the boys and girls of to-day who are to do the world's intellectual and scholarly work of to-morrow; they try to find the best brains the country is producing and bring them to the best service of society and the state in the end; they are striving to find the material and thoroughly prepare it for leadership. Now, it is thought that rules the world. Ideas are levers that lift without fulcrums. It has been said that the whole cost of Oxford in all her years is justified by the production of one Gladstone. Every public school in this country is hunting after a Gladstone, — every college and university professor is watching for the signs of the exceptional man or woman, and so every grade and station in life is likely in the end to be supplied with fairly adequate leaders. Always and everywhere the law has offered great prizes, and after the sifting process becomes so complete, what wonder that there should be a law class of sixty in a university of four or five hundred? Medicine, divinity, and pedagogy will take each its share of the rest, and after journalism and dentistry get at the remnant, very little will be left for agriculture.

INTERROGATION POINTS.

"Will you please tell me whether or not Chinamen can become citizens of the United States. If so, under what statute?" In the Appendix to the Revised Statutes of this State, page 1159, section 2169, it is declared that "The provisions of this title shall apply to aliens being free white persons and to aliens of African nativity and to persons of African descent." The "title" is "Laws of the United States in relation to the naturalization of aliens." [Title XXX, Rev.Stat. U. S.] It will be quite clear from the above that there is no provision made for Chinamen to become citizens. They are merely inhabitants.

EDITORS JOURNAL.—Will you not please, in the earliest number of the JOURNAL, give the names of all the counties of Wisconsin, with their pronunciation indicated by Webster's diacritical marks?—A. SUBSCRIBER.

We suppose division into syllables, with the accent indicated, will be a sufficient guide to the pronunciation, in most cases. We follow the books, which differ, we believe, from local usage in regard to Outagamie, Shawano, and Trempealeau, and perhaps some of the other names; and we leave the matter open for the critical and diacritical. The tendency of local usage, in the pronunciation of geographical names, is to slide into an easy pronunciation, or one that is in accordance with supposed analogy.

Ad'ams.	Dunn.	Man-i-to-woc'.	Rich'land.
Ash'land.	Eau-Clairé (o-klair).	Mar'-a-thon.	Rock.
Bar'ron.	Fond du Lác.	Mar-ì-netté.	St. Croix' (kroi).
Bay'field.	Grant.	Mar-quetté.	Sauk.
Brown.	Green.	Mil-wau'kee.	Shaw-a'no.
Buf'fa-lo.	Green Lake.	Mon-roé.	She-boy'gan.
Bur'nett.	Ī'o-wa.	O-con'to.	Tay'lor.
Cal'u-met.	Jack'son.	Ou-ta-ga-mié (ōo-ta-ga-meé).	Trempe-a-leaú (tremp-a-ló).
Chip'pe-wā.	Jef'fer-son.		
Clark.	Ju'neau.	O-zau'kee.	Ver'non.
Co-lum'bi-a.	Kē-no'sha.	Pe'pin (pip-in).	Wal'worth.
Craw'ford.	Kēwau'nee.	Pierce.	Wash'ing-ton.
Dane.	La Crossé.	Polk.	Wau'ke-sha.
Dodge.	La'ng-lade.	Por'tage.	Wau-pac'-a.
Dōor.	La Fay-etté.	Price.	Wau-shar'a.
Doug'las.	Linc'oln (on).	Ra-ciné (seen).	Win-ne-ba'go.
			Wood.

A WORD TO SUBSCRIBERS.

The great loss suffered by the publishers on account of delinquents, makes it necessary to change the old rule of the office. Heretofore it has been the practice to send THE JOURNAL to every one whose name was on our subscription books until we got an order to *discontinue*, or until the subscriber became so much in arrears as to force us to cut him off as a hopeless debtor. The price at which THE JOURNAL is afforded (one dollar per year, nominally in advance, but really accepted at any time), leaves no margin for such losses. Hereafter, if you desire THE JOURNAL, it will be necessary to send in the yearly *price*, or send us a special *request to continue*. When you do neither of these things we shall send you *two* numbers by way of reminders, and then drop your names from our list.

WHITFORD & ROCKWOOD,
Publishers.

TEACHERS' STATE EXAMINATIONS.

1. In pursuance of law, I have appointed Supt. James T. Lunn, of Ironton, Sauk county, Prof. Jesse B. Thayer, of River Falls, Pierce county, and Prof. E. Barton Wood, of Oshkosh, the Board of Examiners for Teachers' State Certificates for the year 1881.

2. The annual examinations of the applicants for these certificates will be held, as provided by law, at Madison, Eau Claire, and Oshkosh, beginning at each place August 9, 1881, at 9 o'clock A. M., and continuing four days. The examination at Madison will be conducted by Supt. James T. Lunn, in the Senate Chamber of the State Capitol; that at Eau Claire, by Prof. Jesse B. Thayer, in the East Side school-house; and that at Oshkosh, by Prof. E. Barton Wood, in the high school building. The same set of printed questions will be used at all the examinations. On Tuesday, August 23, 1881, the Board of Examiners will meet at Madison, to decide upon the applications for certificates and to complete their report to the State Superintendent.

3. The applicants for the certificates will be examined as follows:

(1) For the *limited* (five years') State certificate, in the branches now required for a first grade county certificate, with the addition of English Literature and the rudiments of Mental Philosophy.

(2) For the *unlimited* (life) State certificate, in the branches now required for a first grade county certificate, with the addition of English Literature, Mental Philosophy, Botany, Zoology, Geology, Political Economy, and General History.

The Board of Examiners recommend that the applicants prepare for the examinations in the studies above those for a first grade county certificate, in the following text-books: Backus's Shaw's English Literature, Alden's Intellectual Philosophy, Gray's Botany, Orton's Comparative Zoology, Dana's Text-Book of Geology, Chapin's First Principles of Political Economy, and Swinton's Outlines or Thalheimer's General History.

The *limited* certificate will be issued only to those who furnish satisfactory evidence or successful teaching for at least *three* terms; and the *unlimited* certificate, to those who have taught successfully for at least *nine* terms. Satisfactory testimonials of good moral character will also be required.

4. Seventy per cent. is fixed as the *lowest average* standing in all the branches, for the limited certificate; and seventy-five per cent. for the *unlimited* certificate. Seventy per cent. is fixed as the *minimum* standing in any of the following branches: Reading, Orthoepy, Orthography, Writing, Grammar, Arithmetic, Geography, United States History, Civil Government, Theory of Teaching, and Physiology; and fifty per cent. as the *minimum* standing in any of the following branches: Algebra, Geometry, Natural Philosophy, English Literature, Mental Philosophy, Botany, Zoology, Geology, Political Economy, and General History.

5. The applicants who fail in any of the branches required, may present themselves for re-examination in the branches for the limited certificate,

within one year; and for the unlimited certificate, once within two years. A re-examination in those branches in which they passed, will not be required. The candidates who failed last year in any of the branches for the limited certificate, or did not complete their examination therein, and those who failed the previous year in any of the branches for the unlimited certificate, or did not complete their examination therein, are solicited to be present with the new applicants this year.

6. All stationery needed will be furnished by the Examiners.

W. C. WHITFORD,

Madison, Wis., February 21, 1881. *State Superintendent.*

THE ATTENTION of county superintendents and district school-teachers is called to the following circular, and its suggestions are earnestly commended. We believe it may be of good service to all who are striving to forward this great work:

GRADATION OF COUNTRY SCHOOLS.

Proper gradation is one of the needs of our country schools. An excellent plan for this purpose is presented in a circular lately issued by the State Superintendent. This plan, though more elaborate, is essentially the same in principle as that which has been explained and discussed at institutes and teachers' meetings during the past year.

Under this plan, the course of elementary instruction for the country schools is to be divided into three forms. The First, or Primary Form, will ordinarily include the pupils from six to nine years of age; the Second, or Middle Form, those between nine and twelve; and the Third, or Upper Form, those between twelve and sixteen. But a form is not to be the *time* spent in the acquisition of knowledge. It is to be a limit of attainment. The child's school-life begins with the Primary Form. As soon as he can pass the required examination he enters the Middle Form, no matter where or how the necessary knowledge was obtained. In like manner, the pupil passes from the Middle to the Upper Form; and after completing the entire course, also to be tested by an examination, he graduates and may receive a diploma. Pupils that have completed either of the first two forms should receive certificates. The teacher should keep a record of the examinations and make out a list of the pupils in each form. This record should be preserved for future reference and inspection.

I recommend teachers to proceed immediately to divide their schools into the three forms mentioned. There are some schools in this county that have no pupils far enough advanced for the Upper Form. Such should be divided into two forms only. This work should be done with care. Let the examination for this purpose occupy part of the school time for several days.

The following should be the requirements for admission to the Middle Form:

I. In Reading and other Oral Language Lessons,—

1. Intelligent, distinct, and ready reading of any lesson in the second reader.

2. Ability to recite from memory a number of pieces which together contain at least as much matter as four pages in a second reader.

3. A knowledge of the substance of the lessons read or recited,—to be tested by questioning.

4. Correct pronunciation of words found in the reader.

5. Ability to use correctly in sentences the words of the reader.

6. Ability to syllabicate and to spell orally, by letter and by sound, the words of the reader, to accent any syllable of a word, to emphasize any word in a sentence and to give any word the rising or falling inflection.

II. In writing,—

1. Ability to copy readily, correctly, and legibly any paragraph of the reader.

2. Correct spelling of words found in the reader.

3. Writing sentences dictated by the teacher. This writing to show correct use of capitals at beginning of sentences and in ordinary proper names, and of period and question marks.

4. Ability to recognize letters and combinations as representatives of sounds, letters representing several sounds, and silent letters; to name the different punctuation marks and other forms found in the reader.

III. In Geography and Object Lessons,—common knowledge only required.

1. Drawing maps of the school room, the school-house site and the school district.

2. Comprehension of the elementary ideas of distance, position, direction, time, motion, form, and other common properties.

3. A knowledge of the most manifest properties, peculiarities, and uses of the animals, plants, and things found in the vicinity.

4. Ability to locate and describe the hills, valleys, ravines, woods, marshes, openings, springs, brooks, creeks, rivers, ponds, and lakes,—the farms, roads, houses, bridges, etc., in the school district.

5. A knowledge of the township and its divisions—sections, etc.

6. A knowledge of the occupations of the people living in the vicinity—the tools used and the processes and objects of their work.

IV. In Numbers,—processes to be written and oral.

1. Ability to write, add, subtract, multiply, and divide simple whole numbers. Numbers involved not to be greater than 1,000; factors and divisors not to be greater than 10.

2. An understanding of the fractions whose denominators are not greater than 10, and the simpler processes to which they can be applied.

3. A knowledge of the denominate numbers in familiar use.

4. Ability to perform examples involving easy combinations and simple applications of the ground rules.

The requirements for admission to the Upper Form should be as follows:

I. In Reading and other Oral Language Lessons,—

1. Intelligent and expressive reading of any lesson in the third reader; also ready reading of any selection of easy prose not previously studied.

2. Ability to recite with proper expression, from memory, a number of pieces which together contain at least as much matter as six pages in a third reader.

3. A good comprehension of the thoughts and ideas expressed in the lessons read or recited, — to be tested by questioning and by requiring the lessons to be reproduced in the pupil's own language.

4. Correct pronunciation of the words found in the reader.

5. Ability to use correctly in sentences the words of the reader.

6. A knowledge of the classification of the oral elements, and the ability to produce any sound of the language alone or in combination.

II. In Writing and Orthography, —

1. Ability to write legibly and neatly on paper a paragraph given to copy. The writing to show a knowledge of the elements of penmanship — forms, principles, spacing, slants, turns, movements, etc., — according to some system.

2. Correct spelling of words found in the reader and in the other texts studied.

3. Writing correctly verbatim from memory lessons recited; also correct writing of paragraphs dictated.

4. Writing the substance of reading and other lessons studied with tolerable correctness, as regards spelling, capitalization and punctuation.

5. Writing letters in proper form.

6. A knowledge of the distinction between nouns and other words, and between common and proper names; a knowledge of primitive, derivative, and compound words, and a knowledge of the more comprehensible uses of the comma, the hyphen, and the apostrophe.

III. In Geography, —

1. A knowledge of the meaning of maps, their scale, etc. Ability to draw the county and State maps, and to show a knowledge of our system of survey and of the descriptions based on it.

2. A knowledge of the earth as a globe, — of its points, lines, divisions, and motions, — of its zones, climate, and the phenomena of day and night, and of the seasons, of the location of points on it by latitude and longitude, — of its grand divisions of land and water.

3. Ability to draw an outline map of any State or country, — representing the more important features of land and water.

4. Good conceptions of characteristic scenes of the most interesting and important places in the world.

5. A knowledge of the industrial, commercial, and political relations of Manitowoc county.

IV. In Arithmetic, — numbers without limit, — processes, oral and written, — insight into processes, but no logical demonstrations or analyses should be required.

1. Ability to write, add, subtract, multiply, and reduce simple and compound numbers, integers and fractions, common and decimal fractions.

2. A good knowledge of the tables of denominate numbers.

3. Ability to perform operations involving easy combinations of the processes named, and to apply processes to transactions of frequent occurrence,—bills, etc.

4. A knowledge of the simple properties of numbers of factors, exact divisors, multiples, etc., of the more technical terms used in arithmetic.

Thus for each form an examination in four branches is proposed: 1. Reading, including other oral language lessons; II. Writing, including penmanship and spelling; III. Geography, including object lessons, and IV. Arithmetic. The result of the examination in each branch should be indicated by marking on a scale of 100. No pupil should be promoted unless he receives a standing of at least 75 in each branch. In conducting the examinations, the judicious teacher will lay the greatest stress on the more important divisions of a branch.

C. F. VIEBAHN,
Sup't of Schools, Manitowoc Co.

NOTES.

OUR Mathematical Notes and many other prepared items are deferred.

WE are obliged to the *Palmyra Enterprise* for the following: "Every teacher and patron of schools in the State should have the reading of the JOURNAL OF EDUCATION. Its cost is only one dollar a year." Inasmuch as the JOURNAL is not a money-making adventure, but rather a sort of missionary enterprise, wholly devoted to the advancement of the schools of the State, the press of the State can do a good work by commending it to the attention of their readers, if it deserves mention.

THIS is the way Supt. Finnegan talks to the school boards of his county:

We suggest to school boards that they make no promises to teachers until after the examinations, and *then* give the preference to those who hold good certificates and have had experience in the school room.

WE clip the following from an exchange. It is about as amazing a piece of editorial work as ever came to our notice. It is a medley of misinformation, mistake, and misanthropy:

It costs $6,750.50 for salaries to run our normal schools. This sum only includes that paid to the presidents, who each get $2,500 a year. The several teachers, down to the janitors, are paid each $600.00 a year. Verily, it costs a good deal to know a little.

There are four normal school presidents, and their combined salaries are $10,000. The salaries of the other teachers range from $1,500 down to $600, and four of them get $500 a year extra as Institute conductors. The total cost of salaries in the four normal schools for the past year as shown by the Regents' Report, is $57,869; and now our friend will probably assert that it costs altogether too much to know anything.

More evidence is furnished by the following that the South is being revolutionized:

The Arkansas State Senate has passed a bill appropriating $10,000 for a branch Normal School at Pine Bluff, Ark., which school will be used for the education of colored teachers.—*Ex.*

PRIN. W. J. SHOWERS, of the Trempealeau schools, sends the February number of his *School Report*, a small folio sheet that has attained to Vol. III., No. 5. It gives a full report of the various items of interest concerning the schools, and some good short articles by the under teachers. The editor says its publication and preparation is a work of love and not a financial venture. If there were no labors performed for the schools except for "cash in hand," we should see a wonderful deterioration in them at once. We must all be content with "pay in kind" in some good degree, which will never show in our bank accounts.

HON. D. H. PULCIFER says that he has donated to the Shawano high school library a complete set of the State documents for the past ten years, and that by means of them and the debating of questions bearing upon civil affairs, the boys of the school are better posted than a majority of Assemblymen. He says almost every boy has made himself master of all the great features of civil government in the State, and has also gone more or less into details. He suggests the wisdom of the State supplying, free of cost, a like set to each of the high schools in the State, and we agree with him. By and by the accumulations of these documents will be so great that the Superintendent of Public Property will have to sell them for old paper, to make room for a new lot, as has been done heretofore. Let the libraries of these schools be supplied at once.

As we go to press, the news comes of the death of Mrs. McLaury, wife of Pres. J. W. McLaury, of Galesville University. She is one more of our number gone over to the great majority, leaving behind her aching hearts in the school room no less than in the home. To him who stands alone in his empty and silent house, vainly trying to see clearly through o'erbrimmed eyes, we have no words we dare to offer, since we know too well they would be only "vacant chaff well meant for grain."

LANGLADE COUNTY has been hitherto attached to Shawano county, as far as judicial and school purposes are concerned. This winter the Legislature has granted it a government of its own, and changed somewhat its boundaries. Under a special provision in the enabling act, the Governor has appointed Geo. D. Ratcliffe, of Antigo, the County Superintendent. Already twenty-one schools are organized in the county.

THE Reedsburg *Free Press* recently published an article on "A State School Tax." Though in opposition to the measure it has its uses in agitating the subject. Its false positions will be seen sometime by the people, and they will demand a law for such a tax, similar to those which exist in thirty-five other States in the Union.

SUPT. MCCLEARY, of Pierce county, writes that he has examined his first class who have completed the Common School Course of Study, and granted them the diploma on their graduation. They consist of four pupils in the public school at Maiden Rock. He says, "They passed two searching written examinations. The final one was oral, and was witnessed by a large concourse of friends, many coming in from neighboring schools."

PRES. ALBEE, of the Oshkosh Normal School, reports for the second quarter running from November 8 to January 21, as follows: Total registration in both Normal and Model Departments, 549; number of students who withdrew to teach, 60; the present membership, 363; the average attendance, 344.7; the number of practice teachers, 18; and the number promoted from the Preparatory to the Normal Department, 29; and from the Grammar to the Preparatory, 13.

SUPT. FLAVIN, of Dodge county, writes: "Much sickness and death in our family have interfered to a great extent with my work this winter, which has not at all been continuous."

FROM a recent circular on the compulsory education law, by Supt. Buell, of Dane county, we make the following extract:

From the reports of the town clerks in my district I find that nearly twelve per cent. of the children between seven and fifteen years of age did not attend school during the past year. I have no means of determining how many of those who were in attendance have attended the required twelve weeks: but, from an examination of the records in many of our schools, I am confident that nearly one third of the children between those ages in my district have not attended the required time.

AN institute, not under the charge of the State, will be held at Poysippi, Waushara county, commencing March 15, and continuing five weeks. The County Supt., J. H. Tobin, and T. S. Chipman, an old institute worker, will have charge of the instruction. Tuition of twenty-five cents per week, is paid by each member. The grading system for the country schools will be made a specialty, with the view of introducing the same into the schools.

SUPT. J. H. TOBIN, of Waushara county, informs his teachers that, "After a considerable number of teachers express a desire to grade their schools, I shall prepare a set of questions and mail the same to them on condition that the questions are kept sealed until the day of examination. The teacher will conduct the written work, subject to my revision when inspecting the school."

RIPON, in this State, has been added to the list of cities with an independent system of school government. Its two districts have been united, and will hereafter support only one high school. It appoints a regular superintendent of all the schools.

MISS BETSEY M. CLAPP, Superintendent of St. Croix county, sent last month a circular to the teachers under her jurisdiction, and we clip from it the following in reference to the spring institute:

It has seemed to me well to accompany the same with an earnest appeal to

you for a persistent effort to be present during the whole term. The State provides these privileges, not for you, but for your work. We need the aids offered to increase our efficiency. We cannot afford to slight what the highest educational counsels of the State consider necessary for the work we have undertaken to do. Having chosen our profession, we cannot escape its responsibilities and obligations. I trust we would not. Let us be true to ourselves, and true to our work. To do so, will *cost* us something; but no business can be successfully prosecuted without some investment and some sacrifice. We cannot do less than accept the provisions made for us. Some will do more; that is well. This institute of two weeks is not supposed to take the place of the school. I would not recommend that you substitute it for school, but that you come, expecting to go out better teachers.

PROF. C. D. ABBEY, principal of the public schools at Wausau, writes the 19th ult., that the schools are doing well. Pupils and teachers seem to grow more and more in earnest each week. Our most advanced class in the high school is not quite up to the second year's work. The next is nearly a year behind the highest. Examinations for promotion will be held in four weeks, after which, we hope to enter more fully upon the work as laid down in the course of study.

SUPT. LUNN, of Sauk county, holds an institute, conducted by himself, at Spring Green, for one week, beginning April 4th.

HON. ANTHONY VAN WYCK, of Milwaukee, formerly a State Senator from Kenosha county, and for ten years past a resident of Georgia, has prepared three illustrative lectures on "Glimpses of the Sunny South on two Continents," which he desires to deliver in different parts of the State. Those who use to hear his addresses before our teachers' associations and elsewhere, twelve and fifteen years ago, will be delighted to listen to his present lectures.

THE township system of school government seems to be growing in popularity in some of the northern counties. All the schools in Langlade county are under this system. The town of Ackley, Lincoln county, voted in 1879 against the system; and such was the dissatisfaction of the people that in the following year they unanimously organized the five districts of the town under this government.

NEW PUBLICATIONS.

THE NORTH AMERICAN REVIEW for March must win the attention of all by the timeliness of the topics discussed. First, we have a thoughtful and moderate article by Bishop Coxe on "Theology in the Public Schools." The author would sternly exclude from the school room all sectarian dogmas, whether Papist or Protestant, but he insists on the retention of the Bible, first because that book is the principal fountain of our English speech, and secondly because it is really the base of our social system. The second article is by Capt. Eads, who endeavors to show the practicability of his ship-railway, its advantages over all canal schemes, and why the United States without risk can guarantee the payment of 6 per cent. interest on $50,000,000 of

the capital stock of the proposed company. Judge H. H. Chalmers, writing of the Effects of Negro Suffrage, bespeaks for the Southern States, while engaged with the solution of the great problem that has been forced upon them, the sympathy and counsel of the North. The other articles are "The Free-School System," by John D. Philbrick, being a vigorous reply to the recent strictures of Mr. Richard Grant White on the public schools; "Theological Charlatanism," by Mr. John Fiske, whose typical theological charlatan is Mr. Joseph Cook, whom he fairly flays and finally denies the right to serious treatment; and lastly, a review of some recent publications in Physics, by Prof. A. W. Wright.

CONSPECTUS OF THE HISTORY OF POLITICAL PARTIES AND THE FEDERAL GOVERNMENT, is the title of a new work by Prof. Walter R. Houghton, of the Indiana University. It is an exceedingly valuable compilation and is published in very attractive forms, both as a large quarto book, and as a wall-map.

Besides a chart that shows at a glance the relations and changes of parties since the establishment of the government, it contains all the party platforms, lists of the governors of the States, charts of State politics and statistics to match. It is sold by subscription at the rates of $5.00 for the book and $3.50 for the map, and is issued by the Wisconsin Publishing Company of Madison, Wis.

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We commend most cordially the work, for its thorough and accurate treatment of the subject. — *Wisconsin Journal of Education.*

It will be some time before anything can take its place. — *Ed. Weekly, Chicago.*

More judicious than usual in treatises of this character. — *N. Y. School Journal.*

It should be owned, *studied, and constantly referred to by every young teacher* — yea, and by a good many not so young. — *Edward Searing, late Supt. Pub. Inst., Wis.*

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I shall take pleasure in recommending it to the teachers of this county. — *F. W. Crouch, Supt. Macoupin Co., Illinois.*

I am much pleased with it, and expect to make it decidedly useful. — *Dwight Kinney, Principal Darlington High School.*

I have no knowledge of any book which I would prefer before it to place in the hands of any teacher or student. — *J. R. Spiegel, Supt. Latrobe, Penn.*

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DRAWING IN THE PUBLIC SCHOOLS.

(By Prof. W. S. JOHNSON, Whitewater Normal School. Adapted from a paper read before the State Teachers' Association, December 30, 1880.)

That there are teachers in the State who have asked that the subject of drawing be discussed before them once more, is evidence that the subject is a live one and coming more and more into notice. There are schools in which drawing is not taught and yet where the teachers feel that it ought to be. The subject is not neglected from a desire to avoid labor, but from a lack of confidence of success on the part of the teachers. It cannot be expected that any great number of teachers will find themselves as well prepared as they would like, because very little opportunity has been given for any very great amount of preparation.

My object at the present time is to show that drawing can be taught successfully even by persons who have had but little practice in the work; that far more can be done than is usually attempted; and, lastly, that of what is done a greater share should have a more practical bearing. In the nature of the case, the public school cannot have an extended course in drawing, nor does it need one. The drawing must be kept within certain limits both in regard to kind and quantity. The teacher must understand that he is not to attempt to make artists of his pupils. Innumerable and insurmountable obstacles are in the way, and rightly enough. Such efforts are entirely without the teacher's province. There are

two legitimate ends to be attained by drawing in the common schools: first, a general discipline of mind, eye, and hand; and, second, such practical skill in the art as to greatly aid the pupil in his other school studies. The first is to be attained by a well-laid, comprehensive, and progressive plan — one adapted to the particular needs of the school. But this plan and system must not be an iron one. Drawing, of all studies, needs freedom within certain limits. Deprive if of this freedom and you get neither discipline nor skill. No person is helped to draw by the knowledge of the names of the triangles or other geometrical figures, any more than he becomes a christian by committing to memory the ten commandments. Drawing lies in practical skill and execution and not in a theoretical knowledge of forms. Drawing can no more be learned by a *system* than a knowledge of art be gained by reading its history. Adapting Horace Greeley's maxim we must say that the way to draw is to draw. The duty of the teacher does not lie in trying to carry out some published, general system. One might as well present a general bill of fare for all the breakfasts in the Union No system will exactly fit every school, much less every pupil in that school. The duty of the teacher lies in laying out the work to fit the particular case in hand, in so far as he is able to understand it. I am often asked to indicate proper work for schools with which I am not acquainted; as well might a physician prescribe for a patient whom he has never seen. There are many plans and devices which may, or may not, be of use in a particular case. There must first be a *diagnosis.* I never get very enthusiastic over a system of any kind. I have never seen one that contained all of the good, each must be adapted. South Kensington cannot be brought bodily into Massachusetts nor Massachusetts into Wisconsin. Each locality has its individuality and its particular needs.

Beyond a proper plan of work, the teacher's duty lies in seeing that it is consistently carried out. I say consistently carried out, not rigorously carried out. He must see that the daily work is done and well done. By well done I do not mean perfectly done, but as nearly perfect as the case admits. It must be carefully done and neatly done, however it may fall short of correctness. With this method of treatment the work is sure to prosper and bring forth good results.

Do we need special teachers of drawing in our public schools? Not by any means, unless it be in large cities where the work needs supervision. There is no reason why the regular teachers cannot do the work and do it better than one who goes from room to room. The teacher need not necessarily know how to draw. Good work can be done by pupils where the teacher never touches a pencil; in fact the good teacher seldom does touch a pencil to the work of the pupils. Learning how to draw consists in learning how to see and, knowing how to see, to guide the hand.

It is not a matter of instruction, but of evolution. The pupil contains within himself the power to improve himself. Nature has given him the leaven within his loaf, and it only needs proper conditions in order to leaven the whole. The pupil, unless he be a Newton, will hardly arrive at the binomial theorem without instruction, or he will never know that there is such a place as London without being told. He will never from the powers within him, and without books or teacher, learn the story of the ages gone by; but he can learn to draw by the self and reciprocal cultivation of his natural faculties, unaided by books or instructors. At best the teacher guides his improvement, removing obstacles and pointing the way. It ought to be the easiest of all subjects to teach.

But I am told that drawing, aside from all other considerations, is too expensive — costs too much for its relative worth. I can only say that it may cost much, or it may cost little. This will largely depend on the wisdom of the teacher. That it can be pursued without outlay is absurd. As well might you have any other effect without a cause — create force, or lift yourself by the boot-tops. Because it costs something we have an element in its successful pursuit. If diamonds were pebbles they would hardly be worth picking up. What is attained without effort is of no value. I claim that drawing is not an exceptionally expensive study. The whole course from primary to high school ought to cost no more than two dollars — a sum less than what is required for many other studies. But some will say that the sum named is too great when we take into consideration the relative importance of the study. Such an objection cannot be definitely met. The answer must be in each ones own mind.

Another argument against drawing is that it is "picture-making"

and therefore of no practical account. So long as the delusion lasts that drawing is necessarily picture-making, so long will it be given the cold shoulder by both teachers and patrons. The American people consider themselves eminently practical, and will have nothing to do with what seems to them purely ornamental. They are partly right in their judgments of the relative importance of occupations, but some day will have views more nearly in accord with older nations. If we can make them see that drawing is one of the most practical of studies; that algebra, technical grammar, and half of what is taught of other branches, have far less to do with every-day life; if we can convince them that learning to draw is learning to do everything else better — sewing, sawing, planing, cutting, piling, ruling, observing, and remembering; that a knowledge of drawing, with its disciplinary effects, enables one to learn most other things in much less time and much more perfectly, then will they be ready to meet us with their money and with their interest. Preaching will not convince them, but practical results will. When the public schools turn out work that commends itself, when the children exemplify its benefits by greater adaptability and greater skill in other pursuits, then will they meet us more than half way.

As I know most about them I will cite the public schools of Whitewater as examples of what can be done. Three years ago, drawing was introduced as a regular exercise in all of the departments. It is true that it had been previously taught after a fashion, but owing to an unpractical system, had made but little progress. What has been the result? Nearly every child in Whitewater draws. They are interested and like it. The parents provide abundant materials without protest. It is having its practical effects and is going farther. Special teachers of painting and other branches of art are having all they can do conducting private classes mostly made up from those who have got their start in the public school.

In a few years the manufacturing interests of the town will begin to feel its influence and profit by the greater skill of the young men who come in to fill the ranks of workmen. These workmen will be designers. The furniture turned out will be more tasteful and find a still better market. There will be greater diversity in

the cottages built without the aid of an architect. There will be less conventionality and more taste in the internal decorations of humble homes.

Can equal results be secured in other places? Why not? The teachers in these schools have no outside aid. There is no regular drawing teacher. The drawing in each department is conducted by the teacher of that department.

I wish now to speak of drawing as an aid to other school work. I think that the field is wide in this direction and too little has been made of it. Too much has been done by rule and too little by the unaided hand and eyes. The pupil has been led to depend too much on artificial instruments and too little on the use of hands and simple devices. He has used artificial standards of measurements too much and the natural standards from which they were derived not enough. Especially is this true of blackboard work — the kind of work that is most beneficial in school exercises. He should use spans, hands, and fingers in preference to artificial measurements. Some will say that since the hands of pupils vary in size their work will not be uniform. What if it is not? The individual work is not injured thereby. We must overlook the mint, anise, and cumin if we would succeed.

[Here devices and expedients for securing rapid, practical work were shown. Circles were drawn on the board by means of the hand alone, using the end of the outstretched little finger as a center and the thumb and first finger to hold the crayon. By turning the hand completely over circles were drawn. The sizes of the circles varied according to the length of the crayon used. To show the practical results to be obtained by this simple expedient, the circles drawn were used as the bases of hexagons, octagons, diagrams for geometrical demonstrations, illustrations for physiological explanations, geographical and astronomical diagrams. Devices of cutting chalk for various purposes were shown. By these devices diagrams for use in other branches of study were shown. To still further illustrate the practical results of these simple expedients and devices which any one can learn in two hours, it may be well to say that the time consumed in making all of the drawings above referred to did not exceed three minutes.— EDS.]

THE AUTOCRACY OF SCHOOL BOARDS.

(By an Old Teacher.)

Have teachers any rights which school boards are bound to respect? I have asked myself that question a good many times within the past month or two, and I have as yet arrived at no very satisfactory answer in my own mind, and so I ask the question in this public manner, and proceed to take the readers of the JOURNAL into my confidence.

In order to 'show cause' in this matter, I will first state two or three cases which I doubt not can be paralleled in plenty of communities all over the country:

In a certain village school was employed as teacher, in an intermediate grade, a young woman who had graduated at one of the Normal Schools in this State, had taught a year successfully in the schools of one of the cities of the State, and had declined an appointment to pleasanter work and better wages there, at the end of the year, to accept work in the village of her home. She was engaged for one term, but, after having taught a few weeks, the clerk came to her with a contract for *a year*, and asked her to sign it, saying that when they found a teacher of the right sort they preferred to engage by the year. That was complimentary, and the teacher was satisfied with the proposition, and signed the contract. The teacher gave herself unreservedly to her work, and had no doubt of the situation. The first term closed, and the second was about a month advanced, I believe, when suddenly one day the principal said to her that the board would be pleased to receive her resignation. She simply replied, "Do they wish me to teach the week out?" and was answered that she would hardly find it pleasant to work under such circumstances, and she resigned at once. Now, for the sequel. Had she failed in her work? Not a member of the board had visited her school, except once a month the clerk had dropped in at the noon dismissal to bring her her month's pay. Not a word of warning from any source. Not a hint that her management was falling into discredit. Not a helping suggestion from the principal. *The whole action was founded upon the gossip of the school children themselves.* Of course the board had the power and legal right to do as they pleased, and all

the poor teacher could do was to submit and bear her humiliation and disgrace as best she could. The only pretense of a reason for the action which has as yet reached her or the people is that her government was too severe in general, and that in particular she had taken a little girl by the cheek with her thumb and finger and turned her around to "position," after she had put her feet into the aisle, and tripped up a passing child.

Whose girl was it? Ah! please don't ask. The girl was not too distantly related to the principal to enlist his sympathies. The board have been unable to get a permanent teacher in her place, and the room is losing its members and interest in the hands of the wife of whom? Why, the principal, of course. Now, these are the facts in the case, as I am credibly informed. Let us get at the core of this case, if we can.

It seems that the children had complained of the severity of the teacher and the principal had told the board and they had said that if it kept up, perhaps she would have to be asked to resign. "Upon this hint" the principal spoke and the board now say that they had no idea of action being taken at once and they *fear* there was something in the case which they did not quite get to the bottom of. Now look at this matter from any standpoint you please and it is bad.

The gossip of children, spite or prejudice of a principal, and the (at best) negligence of a board are allowed to overwhelm a good, competent, and faithful teacher with incomparable mortification and shame before the eyes and in the presence of all the friends and associates whom she holds dear. She is dispatched as mercilessly as though her interests were of no more moment than a rogue's. She is not treated with the consideration given to the commonest farm laborer or mechanic. The man who discharges in such a way the lowliest menial in his employment is called by no very complimentary names. It is simply wanton cruelty and nothing else. Admitted that the teacher was too severe. What then? Was she not willing, competent, and anxious to do the right thing? It seems to me that the commonest kind of business courtesy even required that the teacher should be told plainly wherein she was not doing as her employers desired. I put the case on its weakest imaginable grounds for the teacher and it is

adamant against the board. The principal is only their employe like herself. It is the business of the board to *know* the truth if possible about such cases and they can't be excused. Their labor is gratis? That only criticises the whole system of *unpaid services.* We shall never have efficient management of our schools till we have a completely paid system. The supervision of schools should be paid for as well as the teaching of them. Every man who renders an hour's service to the school district ought to be paid for it as well as for any other labor.

The other cases I had in mind when I began were these: A girl was turned out of her place and subjected to all the eminent disgrace above mentioned, and the only reason given her was the unrelenting prejudice of one member of the board against her family, and *this was given her by another member of the board.* Another was allowed to go home to spend vacation, thinking all was well and arranged satisfactorily for the next term, and after she was well out of town the board met and decided to annul her contract (?) and sent her peremptory word to that effect. More pressure of parents engendered by children's gossip. Not a patron had visited the school. In another case the board sent off and brought a teacher on to the ground before even a hint was given to the victim. "Corporations have no souls?" Very true, and are lacking hearts as well, and moral courage too, one would think from the above.

These are a few cases of wrong inflicted because the power to do it was unimpeachable, and I doubt not plenty of such cases could be brought to light if any purpose could be subserved by their exposition. It is the old, old story of might against right and probably no complete remedy exists anywhere. The only hope is that the greater intelligence and the higher sense of moral obligation which seem to be coming in with the years, may achieve a little amelioration in this particular line of human activity.

THE chief art of learning is to attempt but a little at a time. The widest excursions of the mind are made by short flights, frequently repeated; the most lofty sciences are formed by the continued accumulation of single propositions. — *Locke.*

YOU cannot kill time without injuring eternity. — *Thoreau.*

SELECTED.

THE UNIVERSITY AND THE HIGH SCHOOLS.

By Pres. JOHN BASCOM.

The most marked fact in the internal history of the University during the past year, has been that it has brought to a close our preparatory work with the exception of the Greek Class. This is a step which has been taken not without some solicitude, and one which was urged upon us by the High Schools. The ultimate results, we believe, will be favorable, but some immediate results are to be deprecated. The High Schools of the State are not yet in a condition to do all the work required of them. In many portions of the State, no convenient transition is open from the common school to the University. The number of High Schools is still insufficient, and these schools tend to be very local in the provision they make for instruction. This limit arises from two facts. The High Schools are organized and sustained in the interests of a narrow territory just about them. Those persons outside of the established limits are not recognized as having any claims upon them. As a liberal spirit, however, usually prevails in this respect, the narrowness of their work is not so marked in this particular as it is in another respect. High Schools are ordered in their courses and in their rapidity of progress to meet the wants of comparatively young scholars who live at home. They do not, therefore, meet well the necessities of a young man, who, lacking early instruction and somewhat advanced in years, resolves to secure an education. He cannot without some loss of self-respect and much loss of time reduce his pace to that of the young pupils about him. It remains, therefore, painfully true, that a good many young men and women whom the University would especially wish to help, find great difficulty in making their way into it.

A partial remedy for this evil, which cannot be wholly removed, might be found in the encouragement of the few academies scattered through the State. They are fitted to do the work of preparation for the University more freely and rapidly than are the

High Schools. They have no special constituency. They gather their students from far and near, and students well advanced in years. It lies, therefore, quite in their line of work to bridge as quickly as may be the space which separates the preparatory student from the University. We do not think our system of public instruction would be unfavorably affected by an occasional vigorous academy.

Yet in this State as in other States the High Schools are fast reducing the academies. The result, as a whole, we rejoice in, but would invite the attention of the academies that still remain to the fact that the field most open to them is this of general preparatory work.

The multiplication and improvement of High Schools must be our great resource. There are few of the educational provisions in the State likely to work more strongly and favorably on our school system than the High School law. It is only to be regretted that the sum distributed is so small, and the period for which it is granted so short. Five years did not give the feeble schools time enough to strike root. The period suffices fairly well for the large villages, but not for the more rural districts. Under this law, which has been in operation five years, there are now organized ninety-five High Schools. The smallest sum received by any school last year was forty-six dollars and five cents; and the largest sum, three hundred and twenty-eight dollars and ninety-three cents. The law decidedly favors the formation of schools in the smaller villages, and in country districts, by giving to these schools a sum relatively larger than that which the older schools receive. The law, the longer it remains in force, will be increasingly efficacious in bringing into existence High Schools at secondary centres. Indeed, the whole constructive force of it is now felt at these points. The cities and larger villages put more into the fund by taxation than they take from it by appropriation, and in some instances decline the returns that would fall to them. There are fifteen of the stronger schools of the State not organized under the law. The law distinctly recognizes the principle that education in the State cannot be left simply to districts, towns, and cities, but that the State must be responsible for the State. Not only may we hope that High Schools will slowly increase in number, but that the one

hundred and ten now in existence will steadily improve in quality. The system is already, by the encouragement of the law, working its way into thinly populated regions, while corresponding improvement in the quality of instruction is made in the schools already established.

There are two sentiments which work against the entire success of the law in its relation to the University. The first is the disposition to make each district and town exclusively responsible for its own educational work, and the reluctance of the larger cities to contribute to education outside their own limits. The country must always suffer severe limitation in the matter of education as compared with the city. The High School law was designed to reduce and is fitted to reduce somewhat this inequality. The ultimate wisdom of the policy can hardly be doubted, though its first results are in conflict with the limited principles which are usually carried into business. The prosperity of our cities and villages must finally be determined by the wealth and intelligence of the surrounding population, and these centres and heads in our social system cannot afford to divorce themselves from the dependent members. The prosperity of the State is one, and must be treated collectively; and that prosperity is identified with its educational institutions. This should be with us a first principle of statesmanship.

A second narrow sentiment that the High Schools have to contend with is that they are diverted from their primary and more local work by any shaping of their instruction to fit students for the University. This sentiment, like the previous one, springs up so naturally and is so favored by first appearances as to require some deliberation and breadth of view for its correction. If it be true that the work done for the University diverts attention from the much more important work to be done for scholars who go no farther than the High School, we should accept the objection as a fatal one to any effort to unite the higher and lower grades of instruction by means of the High Schools. On the other hand, we are fully persuaded that the High Schools of the State will never attain to their true development in their strictly home relations without fully accepting the upward relation, and fully meeting its duties.

In the first place, the spirit of a High School which makes itself a door, both in science and language, to the great stores of knowledge beyond its own instruction, will be very different from that of the school which seems to say to its students, "We are the end-all of attainment so far as you are concerned."

Spirit is a very impalpable thing, but a very potent one. The spirit of the teachers and the place is that which makes the great difference between one instructor and another; between one school and another. Without a large spirit, and an enthusiastic one, no extended and stimulating work can be done. Both the spirit of the place and the instruction will be very different in which these two things are combined, awakening the mind to continuous activity and fitting it for its immediate work, from that which is sure to prevail where the exclusive consideration is the practical bearing, so called, of instruction. Though education must do cheerfully and thoroughly its hourly work, it must also be allowed the enthusiasm of a larger outlook and more generous devotion to knowledge. It is by no means those alone who advance, who feel the inspiration of the march, but all who witness it and catch the feelings that prompt it. Spirit is the supreme thing.

A second gain to the High School from a liberal course of instruction is the much stronger inducement it thereby offers to advanced students, both those advanced in age and those advanced in work. The evil already spoken of — a course adapted exclusively to young scholars who have plenty of time — is greatly increased when the High School is not a recognized avenue to anything beyond it. In that case, it is drawn downward by the work below it, while there is nothing above it to pull it upward. The moulding influences lie all in one direction. The High School, as the end of the school system, is left, with no vital connection with the liberal education above it, to bear alone all the backward pull. The result is not difficult to predict. The High School will easily lose educational ground, and will gain it with great difficulty.

Another very efficient force works in the same direction There are a few in every community thoroughly interested in the education of their own children. They do not propose to stop short of a collegiate course. It is from this class that schools have the most to expect. But if the common schools and High Schools announce

themselves as not in the line of a liberal education, these persons must withdraw their children and seek instruction elsewhere. If this is done, they feel little interest in the High School. They owe nothing to it, and they may easily come even to begrudge the money spent upon it with no personal return. When the High School has thus separated itself from the most intelligent sentiment in the community to which it belongs, what can it reasonably expect? Those take the shaping of it who are not over confident of the value of education, and who wish to make it at least minister in the cheapest and most direct way to business interests. Educational institutions have never grown up under such an inspiration, and will never greatly prosper by it. It is a spirit that takes only a narrow view of immediate results. It substitutes economy for enterprise, shrewdness for wisdom, and the present for the future. Nothing great can grow out of such a root of parsimony, or thrive when grafted on it. Among the things that the University of Wisconsin is striving to do and helping to do, there will be none of more permanent value than its share in the effort to bring into existence and into line a strong body of High Schools scattered throughout the state. In furtherance of this purpose, it has striven to keep its terms of admission within reach of these preparatory schools, and yet, from time to time, to so far advance these terms as both to make way for improved work on their part and to call it out. As a movement in the same direction, it has now laid aside almost all its preparatory work, retaining Greek instruction simply because the general educational sentiment of the State is not yet strong enough to take it up.— *Regents' Report.*

FAIR CITY OF FLORENCE.

Letter from Miss S. A. Stewart to Normal School friends.

No. 21 Via Pandolphina, Florence, Italy.—My Dear Girls: Your very delightful letter just received, and I seat myself to answer at once, hoping to fulfill your wish of "receiving an answer for a New Year's present." But first, I want you to drop all perplexing cares and just come to me, if only for a day, in this historical, classical, beautiful city of Florence.

It makes me forget that there are any such things as duties in life, and I simply want to fold my arms and dream, and dream! How shall I begin to tell you about it? In the first place, I am

living in the palace of a princess—a real one. It was built for Paulina Bonaparte. Just think of me dwelling "in marble halls," sleeping in frescoed chambers, dining in a magnificent "salon," etc., and it is summer; the roses and camelias and magnolias are in blossom, and the oranges and lemons are in fruit. The sunshine and warm balmy air make the days delightful; and then this quaint old life! It is like nothing you have ever seen; it is the fifteenth century brought into sudden and strong contrast with the ease and freedom and freshness of the nineteenth. One is suddenly plunged into the spirit of Tasso, of Dante, and of Petrarch; and no longer believing that Macchiavelli was an angel of darkness, fully sympathizes with the modern attempts to make him an angel of the opposite kind. It is as if one who had always lived in the branches of the orange tree, among the fruits and flowers, should take it into his head to go down and see how life was going on in the roots.

These old churches, anywhere from five hundred to a thousand years old, transform life, and make one feel very young and happy.

A day or so ago I stood in the cell of Savonarola, all alone; saw his desk, and Bible, and crucifix, and I fell to meditating upon the strange, weird life of the man, and his singular teachings. I do not wonder that he took sombre views of life—only one little window to let in this glorious sunshine, and that a *north* one, with cold, hard brick floors, and stone walls! I should say it would be rather hard for any one to take rosy views of this world, kneeling there, in that hair shirt, with only bread and cold water for lunch; and I came to the conclusion, while standing there, that if he had only boarded in a palace and had plenty of beefsteak and potatoes for his breakfast, he need never have been burned at the stake for his opinions. I recommend first-class hotels for misanthropy.

I have found the identical garden where Dante used to go and stand and watch for the sweet little Beatrice; if tradition does not lie,—and of course it wouldn't about so simple a thing as that. Yesterday I went over and called upon Romola; she was not in. I saw the bridge off from which Tito jumped, and went into "Bodia" to see if I could find the picture where Romola was to meet Baldasera. It was there, and I was so thankful that I broke my usual custom, and gave two soldi to the beggar who was under it. I do not usually give so much. It is encouraging a profession I am not really in sympathy with. I looked for Nello's shop, but I think the "Duomo" has crowded it out, as it has so many other things.

Michael Angelo still owns a residence here, and is at home every day from nine o'clock until three. I am to take an early day to pay my respects to him. I did reverence to his great works in the Medicean chapel yesterday—"Day and Night," "Twilight and Dawn"—that is, I tried too. I was with savans who went into ecstacies over them, so I could not get breath and courage to say I was disappointed, but—don't you mention it—some day, I am going to run around there all by myself and study them long enough to see what it is I do not like, and then I am going to say, right out loud, I do not like them. The whole chapel, however, is a

wonder of beauty and magnificence, though I believe there are persons so profane as to say that they do not think the architecture of it amounts to much. It is the place of burial of the Medici, and those old fellows looked "well out" for the good things of death, as well as of life. I think after the cherubs and madonnas and crucifixions, nothing impresses one more, in these old churches, than the wonderful fertility of the art idea. Why, every kind of material has tasseled right out in the most bewildering profusion, not only canvas and marble, but stone, and wood, and bronze, and pottery, and cloth, and paper, and straw, and in fact every earthly thing that has fixity enough to be carved, or "chinked in" as mosaic. Gold, silver, and precious stones—like onyx, chalcedony, agate, carnelian, jasper, and malachite—and turquois, pearls, and diamonds seem quite at home here. They have the air of having come to stay. It is a good place to study gems, as well as so many other things, and phases of art. Every great man who has ever done anything for Florence—and they are legions—has his statue or picture put up in some conspicuous place, so that one may be introduced any day to the people who never die, and twenty cents will admit you to the choicest collections of art that the world knows. At the same time you are studying the works of art objectively, you can read about their history, and method, and what other people have said about them, in one of the largest English libraries in Europe, all for the modest sum of 1 lire (20 cents) a week. I like to see the works first, and allow them to tell their own story to me; sometimes there is a slight discrepancy between that and what artists (professional) say about it, and then of course, I humbly fall back, and class myself in the category of those whom "Jarvis" calls deaf and blind to the true "art thought." He says, you know, that there are people so constituted that they are immediately impressed with that lonely condition of the dishes upon the table and the meagerness of their contents, when they are looking at the famous "Last Supper," instead of with the beatific look upon the face of St. John, or the sardonic expression upon the face of Judas—or words to that effect—and so I confess that with the most honest desire to see and feel in the correct way, and even with a good deal of study in order to do so, I find myself filled with little less than rage, when looking at the great picture of the "Crucifixion," at the barbarousness of an age and people who could take a king like Christ, and murder him for his opinions and then fall down before such a monstrosity and worship for ages, as though it were a thing to be proud of, instead of shuddered at and hid away out of sight. Then I grow thankful that I am a woman, and live in the nineteenth century and America! There is much in the churches that I do sincerely admire. I believe that if the bible and all the sacred books were lost, a tolerably accurate history could be written from the frescoes and paintings in the churches. As a teacher, I am impressed with the wisdom of their "first principle" of teaching, it is objective and pictorial, the true way of teaching any thought,—you may have heard that before.

The streets of Florence are extremely narrow, and lined with high buildings from three to five stories, and are paved with stone. They seem like alleys in stone walls, and are perfect sounding galleries. It is astonishing how much noise one small Italian can make. Night and day there is singing, whistling, calling, praying and all sorts of noises, which at first make one disposed to answer Mr. Mallock's question in the negative, until one gets used to remembering that that means happiness and content with one's lot. The Italians seem mild and gentle and polite to strangers, and bright enough for any use; in all of which they excel the French. I can't tell you about the galleries, the "Uffizi," and Pitti, and the Duomo (cathedral), because I havn't any words. I shall have to refer you to "Walks in Florence," Ruskin, and an endless number of books upon these subjects. I am glad that so many people feel impressed to write books about them.

The Duomo crushes me. Every day I run around there to take another look at it, and every time I take a different angle; but it's no use — I can't grasp its full meaning. I never before experienced the emotion of the sublime in architecture.

I ought to tell you something about my delightful visit to Turin, Genoa, Pisa, etc., but I must stop somewhere. The leaning tower satisfied all my expectations of it. I went to the top and saw all the "wonders of the world," and felt very much like going on the rest of the way. Galileo's lamp, which gave him the hint by which he reached so many happy "fetches" in regard to the pendulum, is still swinging in the cathedral, and the Baptistry which called out the fervent admiration of Hawthorne, and which he has immortalized (as everything else he touched), is the most perfect thing of its kind I have yet seen.

I keep a good corner of my time for schools wherever I go. I spent the last two weeks in Paris visiting all kinds of schools. But I must wait until next time to tell you about them. Mr. Buisson was very kind and polite to me, and gave me ample opportunity to see everything in regard to schools. I visited the pedagogical museum, and imagine my surprise, to find myself surrounded with evidences of the Milwaukee public schools. I could not have been more surprised or delighted, had I met one of you upon the Boulevards. I had forgotten that the Paris exhibit was presented to the city. A gentleman in charge of the museum told me that M. Buisson never wearied in speaking in praise of the Milwaukee schools, and that he had made many changes in the Paris schools since his return from America.

I shall go to Rome in about two weeks, and from there to Naples. I meet a great many pleasant people, some of them from Milwaukee. The Bosworths and Fields are in the same house.

And now dear girls "addio," as the Italians say. You know that I shall always be glad to hear of everything that interests you, if you can find time from your numberless duties to write me. With kindest regards to every one of my friends, I am as ever, your friend.—*Milwaukee Republican.*

THAT LOUISIANA BOUNDARY.

BY JOHN CLARK RIDPATH, LL. D.

What shall be said of the lawyer who comes into court and attempts to set aside the record by the introduction of parole evidence? That is precisely what Mr. Salisbury has done in his argument on the boundary of the Louisiana Purchase. He has given us the *view* of the Minister Marbois; he has given us a *statement* made by President Jefferson; he has given us an *opinion* expressed by Secretary Adams; he has given us the oft-quoted *views* of Librarian Greenhow; but he has not quoted a single word from a single document actually bearing upon the purchase of Louisiana, or determining its boundaries! Is that the way to ascertain the limits of a territory? When a title to real estate is at issue, do men call in the neighbors? or do they appeal to the survey, to the record, to the indisputable legal documents, in order to determine whose claim is just? If the citation of opinions is to determine the western limit of the Province of Louisiana, then indeed will the question never be decided. For fifteen years this question was ably debated. Mr. Salisbury must be aware that at the treaty of Ghent the American ambassadors strongly urged that the true limit of Louisiana on the west was the Pacific; and he must also be aware that in the debates preceding the treaty of 1819 the same view was so strenuously advocated that the opposition was obliged to yield to the American construction fixing the boundaries, not at the Rocky Mountains, but along the forty-second parallel to the Pacific. It is not a question of men's opinions, but of the indisputable documents by which Louisiana was transferred to the United States, and afterwards bounded. Mr. Salisbury beats the air to find out what might, could, would or should have been the boundary of Louisiana, but strangely forgets to debate the question, What *was* the boundary of Louisiana? It is simply a question of fact. The matter at issue is the title to certain real estate, and the following are the only documents before the court. In order that there may be no mistake, I will quote them in their order:

I. TREATY OF SAN ILDEFONSO (THE SECRET CESSION), *Art. III.*, 1800.

"His Catholic Majesty promises and engages on his part, to cede to the French Republic, six months after the full and entire execution of the conditions and stipulations herein relative to his Royal Highness the Duke of Parma, the colony or Province of Louisiana, with the same extent that it now has in the hands of Spain, and that it had when France possessed it, *and such as it should be after the treaties subsequently entered into between Spain and other states.*" [See "Treaties and Conventions of the United States," p. 276.]

II. TREATY OF CESSION, *Art. I.*, 1803.

"WHEREAS, By the article the third of the Treaty concluded at San Ildefonso, October 1, 1800, between the First Consul of the French Republic and His Catholic Majesty, it was agreed as follows: His Catholic Majesty promises and engages on his part to cede to the French Republic, six months after the full and entire execution of the conditions and stipulations herein relative to his Royal Highness the Duke of Parma, the colony or Province of Louisiana, with the same extent that it now has in the hands of Spain, and that it had when France possessed it, *and such as it should be after the treaties subsequently entered into between Spain and other states;* and whereas, in pursuance of the Treaty, particularly of the third article, the French Republic has an incontestible title to the domain and to the possession of the said territory, the First Consul of the French Republic, desiring to give to the United States a strong proof of friendship, doth hereby cede to the United States forever and in full sovereignty the said territory with all its rights and appurtenances as fully and in the same manner as they might have been acquired by the French Republic, *in virtue of the above-mentioned treaty with his Catholic Majesty.*" [See Charters and Constitution of the United States, Part I., pp. 687, 688.]

III. TREATY OF WASHINGTON, *Art. III.*, 1819.

"The boundary line between the two countries, west of the Mississippi, shall begin on the Gulph of Mexico, at the mouth of the river Sabine, in the sea, continuing north, along the western bank of that river, to the 32d degree of latitude; thence by a line due north, to the degree of latitude where it strikes the Rio Rozo of Nachitoches, or Red River; then following the course of the Rio Rozo westward, to the degree of longitude 100° west from London and and 23° from Washington; then crossing the said Red River, and running thence, by a line due north, to the river Arkansas; thence, following the course of the southern bank of the Arkansas to its source, in latitude 42° north; *and thence by that parallel of latitude to the South Sea [the Pacific];* the whole being as laid down in Melish's map of the United States, published at Philadelphia, improved to the first of January, 1818. But if the source of the Arkansas river shall be found to fall north or south of latitude 42°, then the line shall run from the said source due south or north, as the case may be, till it meets the said parallel of latitude 42°, and thence along the said parallel *to the South Sea.*" [See Charters and Constitutions of the United States, Part I., p. 309.]

Now it is perfectly clear that an ambassador of the United States can go before an international court, read the foregoing three articles from the treaties of 1800, 1803, and 1819, claim the territory west of the Rocky Mountains, north of the forty-second parallel, and hold it against the world. Such a court as that of Geneva would not allow time to be wasted in debating so plain a question. That the treaty of 1819 was the very settlement of the Louisiana boundary which had been in contemplation ever since the treaty of cession in 1803, is known to all historians; but lest some quibble may be raised on this point, I will cite the following conclusive paragraph from Hildreth:

"Jackson's vigorous proceedings in Florida would seem not to have been without effect. Pending the discussion in congress on his conduct, the Spanish Minister, under new instructions from home, signed a treaty [Feb. 1819] for the cession of Florida, in extinction of the various American claims, for the satisfaction of which the United States agreed to pay to the claimants five millions of dollars. THE LOUISIANA BOUNDARY, AS FIXED BY THIS TREATY [mark you, Messieurs, the *Louisiana* boundary], was a compromise between the respective offers heretofore made, though leaning a good deal to the Ameican side; the Sabine to the 32d degree of north latitude; thence a north meridian line to Red River; the course of that river to the 100th degree of longitude west from Greenwich; thence north by the meridian to the Arkansas; up that river to its head and to the 42d degree of north latitude, and *along that degree to the Pacific.*" [See Hildreth's *History of the United States*, second series, Vol. III., pp. 658, 659.]

Did Hildreth know what he was writing about or not?

I will close what I have to present on this question by saying that the matter here discussed is not a personal one, and that the attempt to deride it by referring to the writer of this communication as "a *Western* professor" is altogether futile.

Indiana Asbury University, Dec. 20, 1880.

The State Superintendent rules that teachers may, at their discretion, detain scholars for a reasonable time after the regular school hours, for breaches of the rules of the school. A court in Iowa recently held that the teacher's authority ceased when the school is dismissed. The practice in the various States is against this decision, but it may be law for all that.—*Inter Ocean.*

PROFESSOR RIDPATH'S LOUISIANA.

BY ALBERT SALISBURY, A. M.

Professor Ridpath's continued attempt to throw dust in the eyes of the public on the Louisiana question may well command admiration for its assurance; but it ought not therefore to be exempt from further reply.

He brushes aside the official deliverances of Thomas Jefferson, John Quincy Adams, *et al.*, as "parole *[sic]* evidence," and appeals to "the record." Waiving his abuse of the term *parol* as applied to evidence, to the record let us go. Of what does it consist, according to Mr. Ridpath? First, of a few lines of treaty intentionally so ambiguous as to admit of almost any interpretation except the one put upon it by Mr. Ridpath. Second, a section of a treaty negotiated *sixteen years after* the contract which it is cited as determining.

This is the vaunted "record,"—only this and nothing more. Poor John Quincy Adams! how weak a lawyer, and how dull a diplomatist he must have been! How incapable of appreciating "record evidence," to say, *officially*, in 1823, "The right of the United States to the Columbia river, and to the interior territory washed by its waters, rests upon *its discovery from the sea and nomination by a citizen of the United States;* upon its exploration to the sea by Captains Lewis and Clarke, upon the settlement of Astoria, made under the protection of the United States, and upon the subsequent acquisition of all the rights of Spain, the only European power who, prior to the discovery of the river, had *any* pretensions to territorial rights in the northwest coast of America." But let us put Mr. Ridpath's "record" to the test of a little plain, unrhetorical *common sense.* Says the Treaty of St. Ildephonso, 1800, which is literally followed by the treaty of 1803: "The colony or province of Louisiana, with the same extent that it now has in the hands of Spain, AND THAT IT HAD WHEN FRANCE POSSESSED IT, *and such as it should be after the treaties subsequently entered into between Spain and other States.*"

This is a contract solely between Spain and France. Do the lines italicised above mean that Spain, ceding a territory to France in 1800, could nineteen years later change the limits of this territory by treaties with "other States?" Candor and common sense forbid so absurd an interpretation. Only a hard-pushed sophist

could entertain the idea for a moment. The words "subsequently entered into" can only mean subsequently to 1763 when Spain received it from France and must apply to the treaties made with England respecting Florida, if to anything at all.

As the very keystone of Mr. Ridpath's argument consists of a forced and irrational *interpretation* of this clause, it will readily be seen that his conclusion is, after all, *only a "view."*—We are asked to believe that his interpretation of a treaty, nearly a century afterwards, is of greater weight than the interpretation of the Commissioner who drew the treaty (Marbois), the President who authorized it (Jefferson), the Secretary of State who was called upon to enforce it (J. Q. Adams), the Librarian who was set to examine it with all the archives of the Department of State at his hand (Greenhow), and the Governor who ruled over the territory acquired under it (Major Stoddard). And Mr. Ridpath fondly imagines that he could go before the Geneva Commission with such a case and not be thrown out of court!

Now let us see the rest of "the record." To cite the Florida treaty in this discussion is like claiming that a deed executed in 1897 will establish my right to a farm in this year of our Lord, 1881, even though it should be given by another than the real owner. One might as well hold that the Declaration of Independence was the cause of the landing of the Walloons in New York! The solecism would scarcely be greater.

The Florida treaty made no pretense of defining the limits of French Louisiana. It simply defined what should *thereafter* be the line between the United States and Spanish America, we offsetting our claims to Texas against the Spanish claims to Oregon. Did Mr. Ridpath feel the weakness of his "record," that he, after all, resorted to Hildreth for something to stiffen his case? Is Hildreth's careless, passing remark "record" or "parole" evidence? And does it outweigh the direct and explicit declarations of the highest officers of the government close to the time of the transaction? *Credat Judæus!*

Finally, what shall be said of a lawyer who would assume to argue an international case, such as the Louisiana-boundary question was, in total disregard of international law, resting his case wholly on a pettifogging interpretation of certain ambiguities in a treaty, and

rejecting as "parole" evidence the written testimony of the very man who gave the treaty its actual form? By the clearest principles of international law, if Vattel be admitted as authority, France never had the shadow of a claim to Oregon. She could not have given to Spain, nor have sold to the United States, that which she never possessed, nor claimed to possess.

Whitewater, Wis., Feb. 19, 1881.

THE STATE UNIVERSITY AND THE FARMERS.

The functions of the Agricultural Department of the State University should be threefold: 1st, educational; 2d, experimental; 3d, in the line of original investigation; in all of which the university proper should render willing and efficient aid.

In regard to the first of these, I would say that the education given in this department should manifestly be pecuniarily profitable to the student. It may be that some classical youth who has never been benefitted in any way himself by his studies, nor has in any way benefitted others by them, may turn up his nose at this and contemptuously say: "A bread and butter study, eh?" Yes, sir, exactly so. The learning and the training that this department gives them must make their services so much more valuable to the community that a pecuniary reward shall naturally follow. A neighbor farmer talking with his son on the propriety of his getting a collegiate education, the boy said: "There is no good in it if I am to remain on a farm. Look around; the farmers that have made money farming are those that have no education,—men that can scarcely read and write." And said his father to me, "The worst of it is, the fact is undeniable."

It does not follow from this, however, that education is not valuable to a farmer. It amounts only to this, that hitherto the farmer's education has not been in the line of his vocation. I think I may hazard the judgment, that a four years' classical course at that peculiarly formative period of a young man's life, is not favorable to his success as a farmer — that the tastes engendered and habits formed are adverse to it — that base-ball, boating, and calisthenics as physical exercises, are but poor substitutes for actual labor on a well-regulated farm, and that the usual college acquaintance with

the classical *Bucolics* and *Georgics*, is but a sorry foundation for successful farming. And I am afraid with this preparation, or rather this lack of preparation, should he devote himself to agriculture, he would find himself so much occupied with keeping the wolf from the door, he would find scant time and means for continuing his intellectual and æsthetic culture. I will say further, that the faithful prosecution of those studies necessary to a well-furnished practical farmer, coupled with habits of accurate observation and well-performed labor, will give a culture which will fit him to mingle with the best society in a republic, proud to recognize a "rail-splitter" and a "canal boy" as occupants of the "White House," and whose efficient chief of the treasury department received only a common school education.

I have purposely joined the word training to the word learning, as a part of the work of the Agricultural Department. No young man should receive a diploma until he can give evidence that he can plow a straight, even furrow of uniform depth; can handle all kinds of agricultural implements efficiently, and on a pinch, repair them; build a symmetrical stack that will stand and be weather-proof; shoe a horse on anatomical principles; shear a sheep, and perform skillfully the various simple operations of a surgical nature that the economy of a farm demands. No man has the highest pleasure of success in any business in which he finds himself a bungler, and our student should be a thoroughly furnished missionary, a burning and a shining light to illuminate the region in which he may cast his lot.

A knowledge of the composition of soils, of the interaction of manures, and the effect of atmospheric conditions upon them, and their several relations to vegetable life and growth lies at the foundation of agricultural science. All that experience and science have revealed of this should be made the possession of the student. The structure and functions of animal and vegetable organisms and the conditions most favorably to the development, especially of domestic animals and cultivated plants, is knowledge of equal value. The diseases of animals, proper hygienic conditions and rationale of curative treatment, and the agencies inimical to vegetable life, such as insects, rusts, smuts, blights, etc., with their causes, remedies, and preventives as far as known, are essential to

him, and that knowledge, not simply in a bookish way, or from hearsay, but as a matter of actual observation and experiment in the laboratory and in the field. This much in the way of chemistry, zoology, and botany.

Accompanying these should be found those so highly disciplinary and so highly practical branches of mathematics, arithmetic, algebra, and geometry with their business applications. Nor should be omitted such an acquaintance with English literature and such a mastery of the English language, as will enable them to express their thoughts clearly and agreeably both orally and through the pen. Superadded to these is required such a knowledge of the fundamental principles of political science, political economy and of their own mental constitution as will fit them for the intelligent discharge of their duties as citizens; and all these given in such a way as to breed in the students the desire and the power to increase and extend their knowledge indefinitely.

This much is essential as the intellectual furnishing of an educated farmer, and all this the State University is now prepared in good faith to give, free of cost, to every one that seeks it.

Of the functions of the Agricultural Department, of the terms of admission, and of the facilities that ought to be afforded to students, I shall write hereafter. N., in *Waukesha Freeman.*

A SCHOOL OF INDIVIDUAL INSTRUCTION.

Very many of our public schools are organized upon the presumption that all the population of school age will commence attending school in the early fall and continue regularly to the late spring, with a steady regularity for a series of years. Some school officials recognize the need of a variation from such plans, but, at the most, there still remains a great variety of needs not met in a school closely graded.

There is a weak place yet more evident in the present state of our Illinois schools. Some public schools inspire enthusiasm and build up scholarship among those in the younger departments, but fail, too often, to hold the older pupils either to round out a prescribed course, or to follow studies of their own choice. There is a gap between the elementary schools and the professional schools and

colleges, not yet properly filled. Small communities do not think it judicious to keep up classes after they have fallen to very small numbers. Many individuals coming up toward maturity feel the want of review, or of original study on subjects in which they know their need, or they wish to press on with preparatory work with greater speed than the young classes make in a town, where, perhaps, the Board of Education is trying to build up sound education by reducing all study to the school hours proper, while a large part of the vitality of the pupil is expended in social amusement out of school hours.

Many schools that scarcely provoke criticism from a friendly visitor are yet uncomfortable and unprofitable for those energetic youth who have limited time or limited means which they wish to turn to the best possible account.

The city of Oregon, county seat of Ogle county, Ill., on the Chicago and Iowa Railroad, has a population of some 1,300. There is a good public school, strengthened by forty or fifty young folks from the adjacent farms, altogether reaching an enrollment toward 400. With their circumstances and numbers they do not attempt to rival the great cities with proper courses of study. An energetic man, trained at one of the State normal schools, has been in charge for some five years. With some disadvantages from buildings built at an earlier stage of public interest, Mr. Wadsworth and his associates are doing good work in that community.

The county had one man as Superintendent for twelve years. In that time he became impressed with the lack of opportunity in existing schools for a class of young persons, sometimes hardly one in a district, but aggregating a large number in one of the largest counties of the State. On retiring from office he proposed to open a school where such persons with various wants could concentrate their attention on required work for such time, however brief, as they could command. His school had a small beginning. A few persons came to his house; some, teachers who had found their weakness in some branch,—some, desiring to prepare for advanced education. A young man of experience in country schools had opportunity to take a graded school. He put two weeks' work all upon methods of arrangement and administration, before taking the new position. Another of peculiar health, had wide informa-

tion through reading, with but little technical discipline. He had broken down in the excitements and surroundings of a great public school repeatedly. Here with a limited number of young people, neither teacher nor pupils annoyed with the inevitable rules for young pupils' behavior, he has a prospect of standing technical tests with others of his age. Teachers with second grade certificates devote themselves to their weak points and gain first grade. Some obtain State certificates. There may be a sense of distrust excited in the promise of large results in brief periods. Let any one 16 years of age who reads this reflect for a moment on the amount he could accomplish in a branch of study of which he already had a little idea, when he should put his whole power for even one week into gaining a fuller knowledge of its principles, and compare it with what would be done if he went to dances, or to sleigh-rides nightly, and the incredulity will diminish. The school has no vacation. Pupils come and go as they can. The week is the unit of payment, and bills are presented in advance to the beginning of the next month. The school has grown to a paying size. Some stay a term of years The school suggests a solution of the question of normal training for those who cannot go far, or long to one of the State schools. It does not seem to interfere with other institutions. It seems to supply a need not otherwise met, and we are disposed to feel that there is room for more schools like that of E. L. Wells.—*Inter Ocean.*

EXAMINATIONS AND PROMOTIONS.

There is one feature of our school system which shows little or no progress over the methods of fifty years ago. This is the plan by which promotions are made up through the different grades.

The time was when, on examination day, the committee-men and the village magnates "examined the school." Here, before proud parents, confident pedagogue, and trembling pupils, were tested by oral examination the learning of the teacher and the capacity of those taught. Then the medals were distributed, the boys' "pieces spoken," the self-congratulatory speeches made, and the school dismissed for the ever-welcome vacation. This system had its faults; it had its merits also.

But the next generation claimed to be wiser. All the faults of the oral plan were closely scanned and forcibly depicted. The beauties of written examination were clearly shown, and that method pressed

for general adoption. The attempt was successful; written examinations became the rage.

We have worked now for nearly fifteen years in our graded schools under a system of promotions by written examinations. This system has had a fair trial. It has been tried under every possible condition. The result demonstrates—and we are sure we represent the best educational sentiment everywhere—that it is worse than a failure; it is a great moral and physical wrong to future generations as well as to the present.

We have spoken our minds freely on this subject before. We have denounced elaborate systems of written examinations as a wrong physically, because they create a frequent abnormal intellectual activity not conducive to physical health. They are wrong mentally, because they lead to the acquisition of the shadow of knowledge for its substance; they discourage the habit of consecutive thought; they run the mind into the groove of question and answer, so narrowing it as to make it incapable of generalization. They are wrong morally, because they offer a constant temptation for wrong-doing; they encourage falsehood in various forms; they inculcate false ideas of the whole object of school life, and place the teacher in an unworthy position before the learner. The latter from many years' experience comes to regard his teacher as a spy, whom it is not disreputable or unmanly to outwit.

But every teacher thoroughly realizes the magnitude of the evil; the question is, what must be the remedy?

It consists, we believe, of two factors: First, a closer supervision of the schools by trained superintendents and principals; second, by placing more confidence in teachers; putting more responsibility on them; holding them strictly accountable for the progress of every qualified pupil intrusted to them for further advancement.

The theory of promotions is embodied in the proposition that a teacher should have the sole power of recommending for promotion only those pupils whom she considers well fitted to do the work of the next higher grade. These pupils, and no others, should be subjected to one strict oral and written examination at the close of the school year. If all or a large proportion pass the examination, it may be considered that the teacher has performed her duty well during the year, and has shown good judgment in her recommendations at its close. If, on the contrary, a teacher recommends many pupils and but few pass, we may reasonably conclude her lacking in some of the prime requisites of a good teacher.

The features of this plan are, briefly: give a teacher a well-graded class; by careful supervision see that she teaches thoroughly and concentratively; forbid her such improper aids as frequent written examinations, or constant daily markings—all her time should be spent in teaching; require her, from her own judgment and experience, to name those of her pupils prepared for promotion; test her teaching qualities by one examination, and then promote.

This plan throws a greater responsibility on the class-teacher, but this responsibility will make her general burden all the lighter.

Pupils will no longer look to percentages, but to the approbation of the teacher. Now, the child at the end of the month or quarter triumphantly points to his per cent., no matter how obtained, and with it defies the teacher's knowledge of his incapacity for the work of the next higher grade. Under the system suggested there need be no weekly, monthly, nor quarterly reports. The teacher, for her own satisfaction and protection, may keep some kind of memoranda by which to substantiate, if required, her estimate of a pupil's ability. The final examination will justify or condemn; it will approve her ability as a teacher, or establish the fact that she is deficient in qualities necessary in those who would instruct the young.—*Pacific School Journal.*

NATIONAL AID TO EDUCATION.—This fund, to be of any practical advantage, should be given exclusively to the States where emancipated slaves have been made voters, and the division could not be seriously unjust if made according to the number of such voters in each State. Again, it is not to be assumed that the danger of illiteracy will exist as a permanent menace to the country. It is the result of a sudden social revolution, and not of constantly operating, much less of constantly increasing, causes. It was more serious ten years ago than it now is, and will diminish every year. No one fears that the time will ever come when any given State can not be trusted to educate its own. If the Government, then, is to help the States in their struggle with ignorance, the most help should be given at once, while the evil is at its worst; and a complete withholding of all assistance should be contemplated whenever it shall be no longer needed.—*N. Y. Tribune.*

COUNTY SUPERVISION AND STATE TEXT-BOOKS.—*First:* Our county supervision is almost a dead letter. Our commissioners, as a rule, are poorly qualified for the office, and those who are qualified cannot perform the duty of supervisors for want of means and pay. Our legislature should make either county or district (the districts to include two or more counties) supervision obligatory, and should fix a salary based either upon the amount of work to be done, the amount of public money appropriated to the schools, or the number of schools operated in the district. Moreover, these county superintendents should hold certificates of qualification from the State Superintendent, and be responsible to him as the teachers are to them. *Second:* Our legislature should be importuned to repeal the obnoxious text-book law, making it obligatory, if it will, upon every school-district to retain the books once adopted for five years, but allowing each district to be its own judge in selecting the books for its school.—*W. H. Campbell, Prest. S. E. Mo. Tea. Assoc.*

TEACHERS' ASSOCIATIONS.—The proceedings of the superintendents in their late meeting in this city was necessarily criticised. It is impossible that such a body should meet and not be weighed in the balances. In a small town the unusual circumstance would have overawed any criticism; but in the metropolis the feeling of independence asserts itself. A leading text-book publisher said: "Mutual admiration is good if not carried too far — the teacher don't know when to stop."

A physician who was present remarked: "They do not produce any ideas; — this is what I heard when I taught school and attended associations."

The president of the N. Y. Board of Education suggested a field of work in his speech of welcome, when he declared it impossible for teaching ever to be a profession until a volume containing a clear statement of the principles of education should be written and adopted by the teachers.—*N. Y. School Journal.*

THE NEW DEPARTURE IN THE SOUTH.—One of the most remarkable of modern "New Departures" is the rapid advance the South is making toward the establishment of a free school system for all the children of all the people. We have the most abundant evidence of the faith and fervor of the new South in the new doctrines of an emancipation from the bonds of ignorance through the free school. With few exceptions, the people are aroused to a sense of great need, and with the awakened want will come the full supply. Not that the full-grown school system will spring at once into vigorous operation. Difficulties and enemies lurk around the whole history of school progress, but where there is the determined will of the people there will be the way for its expression. Arkansas is in the midst of a school revival, unequaled by any upheaval of public sentiment ever before manifested in this country. Its legislature, now in session at Little Rock, has passed a bill appropriating $10,000 for a colored normal school, thus showing the appreciation of trained teachers. South Carolina has taken a new and forward move, and the leading men are intent upon putting the State upon a proper educational footing. School Commissioner Thompson for the State, Mayor Courtenay and Hon. Mr. Memminger for the city of Charleston, are fully alive to the importance of having better schools, and are diligent in urging their promotion. Florida, which was one of the last states to feel the new impulse, has, during the four years just closed, "built twenty-five per cent. more school

houses, operated fifty per cent. more schools, greatly increased the enrollment of the school population, and given a longer term, with more efficient teachers, than had previously been provided." Georgia and Tennessee, Virginia and Kentucky have, in many of their cities and larger towns, teachers and schools that will compare favorably, and in some cases challenge comparison with the best schools in the older public school sections; and so the good work goes on.—*New England Journal of Education.*

A COMMON MISPRONUNCIATION.—"There goes Parn*ell*, the Irish agitator!" observed a gentleman on the seat before me, in a railroad car. "Parn*ell*, is it?" replied his companion. "That is Mr. Parn*ell*," whispered the lady behind me to her daughter. "Mr. Parn*ell*. Ah!" Now here were four persons, educated people evidently, who in the course of two minutes mispronounced a plain English name. It is always annoying to hear the accent misplaced on a name, whether local or personal. We Americans seem to have taken a fancy for throwing the accent in family names on the last syllable, if possible, in defiance of all sound rules of good sense or good taste. These two qualities, by the by, are very closely allied.

Last year I had a nephew in love with a charming girl, Miss Brownell; of course she was Lily Brown*ell* to her lover. A few months later as ill luck would have it, his sister was courted by Harry Bedell, pronounced Bed*ell* of course. Now Brownell and Bedell are good English names and should have a good English pronunciation. Bedell is no doubt the same as Beadle. Many English names ending in *ell* were originally connected with the common nouns *well* or *wall*. The governor of the State of New York to-day is Governor Corn*ell*. The university in western New York is Corn*ell* University. We have known a Judge Hubb*ell*. Lidd*ell* and Wadd*ell* are instances of the same fancy. Litt*ell's* Magazine travels over half the country. But the propensity to throw the accent on the last syllable is not confined to names ending in *ell*. Barnard is frequently pronounced Bar*nard*, Tricketts becomes Trick*etts*, General Stuben is General Stu*ben*, in spite of his German birth. That distinguished gentleman, the present Secretary of State, is spoken of, in rustic parlance, as Mr. E-*varts*.

Not long since, we were shown a collection of the famous caricatures of Ho*garth!* A year or two since we were introduced — with a flourish — "to an assemblyman from a western State," the Hon. Mr. Hub-*bard!* — *February Atlantic.*

THE SCHOOL BOARD.—They tell a story of a man in a New England town meeting, who, when the question of the election of school committee came up, arose and said: "I move that we have 10,000 school committee."

"What do you mean?" said the chairman; "there are only two thousand persons, men and women grown, and children, in the town."

"Why," said the maker of the motion, "I only propose that we have the same committee we have always had — one man and four ciphers!"

It is such disregard of fitness in selection that puts in the charge of schools men like the Connecticut member of a school board, who said to the school after an examination:

"You have read well and wrote well, but you hain't sot still;" or like a neighbor of mine who called upon a class to spell "arranged."

"A-r-r-a-n-g-e-d," replied the class.

"Wrong," said my friend; after being requested by the astonished teacher to illustrate the use of the word by a sentence, responded with, "Suppose I say to you: "This man was arranged in court for theft!"—*Ex.*

One of the best things said by Superintendent Philbrick is that it was a backward step when men were ousted to give places to women in our schools. This is now becoming apparent. We say this not because we love women less but the school more. We do not raise the question whether man can teach better or not, we say the progress of the schools needs men possessing the very best abilities. Not the rag-tag, not the puny, the half-starved, the goody-goody, the uncertain minded, the failures — but the stalwart — those who would make good lawyers, ministers, physicians, and business men. Yes, there is a need of men. Possibly that

will be the only way to reach the women. We know to our cost that a woman will do her shopping first and then if there is any over-plus think of an educational paper next. But let us admit there are many most noble, brilliant, self-sacrificing, earnest women in the school room. The pity is there are not more.—*New York School Journal.*

A BOY'S COMPOSITION.

Boys look upon writing compositions as the hardest work of the school; but one boy tried his hand at it, and his success is thus commended:

At the Oberlin commencement, one of the after-dinner speakers, General Nettleton, of Philadelphia, related an incident which he said had been more valuable to him as a lesson in moral philosophy than even all the profound teachings of their wise President Fairchild on the subject.

In common with many other Oberlin students, he taught school during the winter vacation, and required his pupils, of course, to write essays.

In one school an ungainly but stalwart youth, named John Wolf, refused for several weeks to comply. It was impossible, however, to excuse him, and inasmuch as the refractory boy was at least thirty pounds heavier than his teacher, a terrible crisis seemed at hand.

Finally the stubborn scholar concluded to bow to the behests of law, and drew forth a whole sheet of large-sized foolscap, ladened with this eminently grave and thoughtful production:

"*About Virtue.*—Virtue is a good thing to get a holt of. Whenever a feller gets a holt of virtue, he better keep a holt."

The General added that it has often since been useful to him to recall the terse and impressive ethics of John Wolf.—*The Teacher.*

Undoubtedly the weak feature in our rural schools is the weak supervision. The strength of the city school lies in the careful supervision. There needs to be a plan by which every school can be thoroughly inspected and its methods comprehended.—*Ex.*

HISTORICAL DEPARTMENT.

THE MONTH AT HOME.

The chief burden of the daily papers for the past month has been the "deadlock" in the extra session of the U. S. Senate. The Republicans having a majority of one, with the aid of Senator Mahone of Virginia, they seek to oust the Democratic officers of the Senate. This programme the Democrats are resisting by the dilatory policy known as "obstruction." Meanwhile the many new appointments of the President lack confirmation, and the Chinese treaties lie on the shelf.

Gen. Grant has resigned the presidency of the World's Fair Commission in New York, and has gone to Mexico on railroad business.

The national debt was reduced over six millions during March. From January 1 to April 1, the influx of specie into this country was fourteen millions.

Great floods on the Missouri river have inflicted heavy loss and suffering at Omaha and above as far as Yankton.

THE MONTH ABROAD.

The hardest worked man in Europe would seem to be Mr. Gladstone. His government has just concluded a peace with the Boers, by which they are allowed virtual independence,— a just act, though not entirely comfortable to British pride. The evacuation of Candahar, as the end of the Afghanistan matter, is the next step in his foreign programme. But the great interest centers around the new Land Bill in the House of Commons. This measure is reasonably radical. It does away, practically, with entail in Ireland, making every landlord the absolute owner of his land during his own life-time. It makes the sale of land free from the exorbitant fees and costs which now equal one third the value of the land sold. It makes the term of leases fifteen years, during which period the tenant, if he pays his rent, is independent of the landlord's control or interference; and provides special courts of justice for the adjudication of all disputes arising between landlord and tenant. This seems a great concession, but Parnell and his followers do not seem to have the wisdom to accept it as a fair settlement. Perhaps a settlement is not what they want.

Lord Beaconsfield is dead and the Tory party are looking about for a new leader. Lord Cairns, a North-of-Ireland lawyer, seems to be the coming man.

The French in their African province of Algeria, are having trouble with Tunis and the marauding border tribes; and something like an invasion of Tunis is in progress.

The new Czar has installed a sort of experiment in representative government in St. Petersburg. A council of twenty-five house-holders, elected by house-holders, has been formed to assist the military commandant in governing the city. Not a very exalted form of popular sovereignty, but the mere fact of an election of any sort in Russia is something worth noting.

The Turco-Greek difficulty is still unsettled. Greece is ready to fight, but the Great Powers keep a hand on her shoulder, fearing lest a general European conflict should be precipitated.

The Prince of Roumania has taken on the title of King.

QUERY BOX.

1. Authorities differ in regard to the settlement of the Alabama Claims. What was the amount in gold awarded to the United States, and the equivalent in treasury notes at that time. W. D. TICKNER.

Oak Hill, Wis.

The Geneva Commission awarded the United States a gross sum of $15,500,000. The average currency value of gold for September, 1872, was 113.5. This would make the award equivalent to $17,592,500 in treasury notes.

2. I saw in the Historical Department a statement giving the number of members in the House of Commons at 600. Some time ago *Harper's Weekly* gave the whole number as 652. Please explain the disagreement. Also state the number of members in the House of Lords, and how elected.

Kingston, Wis. EPH. DIXON.

In our item we were following the somewhat loose statement of a daily newspaper. The number of members in the House of Commons in 1879 was 650. We are not aware of any change, though we have seen the number given as high as 658. The House of Lords, in 1879, had 538 members. They are such by hereditary right, and are not elected at all, except from Scotland and Ireland, where the representative peers are chosen by their fellow nobles.

3. In the Historical Department for February, I find some statements which seem to me misleading if not erroneous.

(1) Did Napoleon place Bernadotte upon the throne of Sweden?

(2) If so, what did Napoleon gain or have any reasonable hopes of gaining?

(3) Did Bernadotte compel the King of Norway, afterwards Christian VIII. of Denmark, to resign?

(4) If so, what was the object of the convention at Moso in August, 1814.

Port Washington, Wis. L. C. LARSEN.

(1) The statement referred to was perhaps made too strongly, inasmuch as it is still a mooted point. When the Swedish Diet met, in 1810, to nominate a new Crown prince, but one vote in twelve was for Bernadotte, as it had been given out that Napoleon favored Prince Christian of Denmark. Just at the critical moment a French agent appeared on the scene with a plain intimation that Napoleon desired the election of Bernadotte, and he was accord-

ingly elected. When Napoleon heard of it, he professed surprise, and denied that the French agent had authority to make any such statement as he had done. It cannot well be determined whether Napoleon was honest in his denial or whether this was only another instance of the profound dissimulation to which he was so addicted. At any rate, regard for the supposed wishes of Napoleon secured the election of Bernadotte. (See Allison's History of Europe, vol. III.) It is true, also, that Bernadotte had gained the good-will of the Swedish people.

(2) Napoleon was jealous of Bernadotte, and was anxious to get him out of the way. He also wished a King of Sweden hostile to Russia.

(3) Bernadotte did compel Prince Christian, of Denmark, to resign the crown of Norway, by actual force of arms, Norway being compelled to submit in May, 1814.

(4) This question we are unable to answer.

THE AMERICAN RAILROAD SYSTEM.

There can be no doubt that the most striking and important phenomena in American history since 1865, are those connected with the development of our great transportation system.

In 1865, the number of miles of track in the United States was 35,827. In 1880, there were about 90,000 miles. But this wonderful increase in the length of lines does not fully indicate the advance made. To appreciate that, one must note what regions are now penetrated and connected by these lines.

In January, 1865, not a mile of Pacific railroad had been built. Iowa and Northern Missouri were the only States west of the Mississippi that could be crossed by rail.

It is the purpose of this article to set forth, as clearly as its space will permit, the extent and relations of the more important railway lines of the country at the present time. The better to accomplish this somewhat difficult task, let us consider them in several distinct groups, viz.: 1. The Atlantic Trunk Lines. 2. The Chicago System. 3. The Pacific Roads. 4. The Great Southwestern System. 5. Southern Roads east of the Mississippi.

Starting at the Atlantic coast, there are five great trunk lines westward. Naming them from the north, they are: 1. The Grand Trunk Railway, extending from Portland, Me., via Montreal and Sarnia, to Chicago; 2. The New York Central, from Boston and New York, via Albany to Buffalo, with westward extensions to Chicago; 3. The New York, Lake Erie & Western, or "Erie" road, from New York to Buffalo; 4. The Pennsylvania railroad, from Philadelphia via Pittsburg to Chicago, Cincinnati, and St. Louis; 5. The Baltimore and Ohio, from Baltimore and Washington to Chicago and Cincinnati.

Starting now at Chicago the first great inland railroad center, we find lines radiating like the spokes of a wheel. Counting again from the northward, we find, 1. The Chicago, Milwaukee & St Paul system, now operating nearly

4,000 miles of road and extending to all parts of Wisconsin, Minnesota, Northern Iowa, and Dakota; 2. The Chicago & Northwestern system, running in much the same directions and also connecting with the Union Pacific; 3. The Chicago, Rock Island & Pacific; 4. The Chicago, Burlington & Quincy; 5. The Chicago & Alton; 6. The Wabash, St. Louis & Pacific; and 7. The Illinois Central.

Of these, the 2d, 3d and 4th run to Omaha; the 3d, 4th, 5th, 6th and 7th run to St. Louis; the 5th and 6th run to Kansas City. The Illinois Central, besides its western line to Omaha and Sioux City, has a great through line via Cairo to New Orleans.

From Council Bluffs and Omaha, starts westward the first great girdle of the continent. The Union Pacific extending to Ogden, where it connects with the Central Pacific for San Francisco, also owns the Kansas Pacific to Denver, and numerous short lines. The same men who control the Central Pacific are also building the Southern Pacific, which extends southward from San Francisco, via Los Angeles, to Ft. Yuma on the Colorado river near the Gulf of California,— thence eastward across Arizona toward El-Paso on the Rio Grande. Other Pacific lines are projected,— as the Northern Pacific, now running from Duluth and St. Paul westward to Bismark on the Upper Missouri, and the Atchison, Topeka & Santa Fe, which has lately made connection with the Southern Pacific at Florida Point, in New Mexico, thus opening a second through line to the western coast.

The Southwestern system radiates from St. Louis and Kansas City; but let us start from Toledo, the initial point of the "Wabash" road, which is now attracting so much attention. From Toledo, it extends southwesterly to Kansas City, being intersected midway by a line from Chicago and St. Louis. From St. Louis, the first road west of the Mississippi is the Iron Mountain R. R., prolonged southward by the International & Great Northern through Little Rock to San Antonio, Texas. Thence it is projected, by way of Laredo on the Rio Grande, across Mexico to Mazatlan, on the western coast. This is the Mexican road in which Gen. Grant is interested. Next comes the St. Louis & San Francisco R. R. to Vinita in the Indian Territory and Wichita. Next is one of the "Jay Gould roads," known as the Missouri Pacific, extending from St. Louis via Kansas City, and also via Sedalia, to Denison, Texas, making connection with the Texas Central for Galveston. Still farther west, is the Atchison, Topeka & Santa Fe, one of the greatest enterprises in the whole list of American railroads. From Kansas City, it makes westerly and southwesterly to Albuquerque, and is also building westward to the Pacific coast. In connection with it, the Mexican Central will extend from El Paso and Florida Point to Guaymas on the Gulf of California, and to the City of Mexico.

Material is reserved for a second article, if this one shall seem to its readers to be worth continuation.

EDITORIAL.

COMMENDATION AND EXHORTATION.

We have received many words of compliment and encouragement from many different quarters in reference to the changes and (we trust) real improvements in the JOURNAL, and we take this opportunity to show our appreciation of them. We want to far more fully merit them than we are sure we do now, and to do it we are on the lookout for live, terse, and able original articles for its columns. We have been promised and shall no doubt receive communications from some of the old and experienced teachers of the State who certainly have something to say very well worth listening to, and for fear some such persons have not been invited personally, we give this general invitation now, and shall give the personal one whenever we have a chance.

What we want most of all is to interest the members of the *State Teachers' Association* in the success of the JOURNAL; if for no other reason, then because it is their organ.

Since the legislature declined to enlarge the force of the State Superintendent's office, the JOURNAL must try, as heretofore, to flourish on a half allowance of time and attention on the part of the editors, and by so much the more must it lean upon its old friends for support. The work upon it is largely done out of hours and when people generally rest or amuse themselves, but in spite of all drawbacks we mean to make it of interest to all and of real service to most of its readers.

We trust we shall be aided by all our friends in this work of making an educational journal of which none need be ashamed, if they are not proud, and to do it they should send us items of educational news, facts in regard to the success or failure of methods of teaching, reports of educational gatherings, accounts of the success or failure of any measures of reform in school organization, examination and graduation of pupils in the common schools under the grading system, and discussions of the various vital topics concerning the great problem of free public education. There are plenty of teachers in the state that almost every day in the week discuss some point in an off-hand five-minutes talk to a class or school, which recalled and written up for the JOURNAL would give them a far wider hearing and influence.

No teacher can do a better thing for himself or the profession than to determine what he really thinks on any given topic by carefully writing himself up on it. The disciplinary effects of thinking at the point of your pen are not to be overrated.

We know very well that the educational forces of the State wish the JOURNAL well, but with little money and less time at our command, we cannot make it what it should be without your earnest help. To make it only good enough to die is a thankless task, but to make it worthy of a long life and

unfailing youth, is the *magnum opus*, the grateful work in which the teachers of the State should participate with one accord.

A CORRECTION.

The following pretty statement has been going the rounds of the papers and would be all right if it were only true:

Gen. Benj. Lincoln was appointed Secretary of War in 1871 by George Washington. Just 100 years after, in 1881, Robt. T. Lincoln was given the same position by Gen. Garfield.

In the first place Gen. Lincoln was elected by the congress and not appointed at all.

In the second place it was October 15, instead of March 4, 1781.

In the third place Henry Knox was the Secretary of War and had been for more than four years when Washington became President, and so all that remains of the matter is the coincidence of names of the first and last Secretary of War, the places themselves not being the same as the first embraced what is now the Navy Department. By the way, this latter fact may explain the usage of such a misnomer as Secretary of War for the man who only controls the land forces of the nation. By analogy he should be Secretary of the Army in the same way that another man is Secretary of the Navy.

Can some one suggest how it came to pass that we have an Attorney General and a Postmaster General instead of two more Secretaries?

MATHEMATICAL NOTES.

BY INSPECTION.

V. Required to simplify the following: $\sqrt{49-12\sqrt{5}}$. Now if the square root of $49-12\sqrt{5}$ can be found at all, it will be a *binomial*, since the square of a *monomial* can be nothing else than a monomial. But the square of any binomial produces a *trinomial*, and so we conclude that if the given binomial is a perfect square, it is not in the form produced by squaring its root. Since the power contains a surd, one or both terms of the root are surds. Since the square of a surd of the second degree is rational, 49 is the "sum of the squares" of the two terms of the root, and $12\sqrt{5}$ is "twice the product" of those terms. Hence, $6\sqrt{5}$ is *once* the product of those terms. Now 49 must be separated into two parts, the product of whose square roots is $6\sqrt{5}$; and it is not difficult to see that 4 and 45 are the required parts, and that the answer is $2-3\sqrt{5}$, or $3\sqrt{5}-2$, the signs being determined by the signs of the

given number. If the given number were $49+12\sqrt{5}$, the answer would be $8\sqrt{5}+2$, or $-3\sqrt{5}-2$.

If any one have any misgivings about this method, let him take any list of examples and put it to the test, and he will very soon see how it outstrips the ordinary methods given in the various texts on algebra. Any example that can be solved by the formulas usually used, can be solved by inspection with the greatest readiness.

VI. Mr. J. C. Prill, of Chippewa Falls, sends the following solution of the problem given in the January number of the JOURNAL:

"We have two extremes to find the mean: $\sqrt{25\times36}=30$, which is the time that elapsed before the meeting; whence 25h.+30h.=55 hours, A's time, and 36h.+30h.=66 hours, B's time."

This series of notes cares very little indeed about a solution that aims at nothing beyond the answer. An answer in and of itself is of no account. To seek for that alone would make this merely a puzzler's column. Let us have the reasoning. It is the thinking stimulated here, if anything, that will be valuable.

AN OLD PROBLEM.

VII. A correspondent who does not quite see the difference between the WISCONSIN JOURNAL OF EDUCATION and *The State Journal*, wants a solution of that old problem that has been so often solved in the mathematical columns of educational journals, viz.: A man owes P dollars, which he wishes to pay in n equal annual installments, at r rate of interest, (U. S. Rule); what must be one of the equal payments?

We have generalized our correspondent's special case.

If the inquirer will turn to *Olney's Science of Arithmetic*, page 194, he will find a very satisfactory algebraic solution.

Our object in taking up the problem again, is to bring before the readers of the JOURNAL, a purely arithmetical solution, which was devised by Mr. Linn Gordon, of the Whitewater Normal School, now in charge of a Freedman's School in Charleston, S. C., and which solution the writer hereof published some years ago in the *Educational Weekly*. It is as follows:

$\frac{1}{1+r}$, $\frac{1}{(1+r)^2}$, $\frac{1}{(1+r)^3}$ represent the sums that will discharge one dollar at the end of one, two, and three years respectively, and $\frac{1}{(1+r)^n}$ the sum for n years, therefore $\frac{1}{1+r}+\frac{1}{(1+r)^2}+\frac{1}{(1+r)^3}\cdots\frac{1}{(1+r)^n}=$ the amount required to discharge a dollar at the time of each of the required annual payments.

The sum of this series is $\frac{1-(1+r)^n}{r(1+r)^n}$; now, as often as this amount is contained in P dollars, just so many dollars will be the equal annual payment, viz., $\frac{Pr(1+r)^n}{1-(1+r)^n}$.

This is a perfectly general formula, derived from a purely arithmetical process of reasoning, the like of which we have not seen otherwhere.

Our correspondent will see at once that he has only to substitute his special values in this formula to get the answer he seeks.

VIII. The following very neat and clear arithmetical analysis of No. III, of this series, is very gladly received and published. Will J. W. C. try his hand at analyzing No. VI?

"If I had paid 10 per cent. less for an article, I should have gained 15 per cent. more; what was my gain per cent.?"

In the supposed case the rate of gain is increased from two sources: 1. By taking a part of the base and adding it to the gain computed upon a diminished base. 2. By computing the real gain upon a diminished base.

If 1 per cent. be taken from any base and computed upon another $\frac{9}{10}$ as large, the rate of gain will be increased as many per cent. as $\frac{9}{10}$ is contained times in 1, or $1\frac{1}{9}$ per cent.

If 10 per cent. less had been paid, the selling price remaining the same, the rate of gain would have been increased $1\frac{1}{9}$ times 10 per cent. or $11\frac{1}{9}$ per cent.

15 per cent.$-11\frac{1}{9}=3\frac{8}{9}$ per cent. increase due to estimating the real gain upon the supposed base. One per cent. of the real base reckoned upon the supposed base would be $1\frac{1}{9}$ per cent., a gain of $\frac{1}{9}$; the $3\frac{8}{9}$ per cent., therefore, must be $\frac{1}{9}$ of the rate of gain, or 35 per cent. J. W. C.

NOTES.

OUR OFFER TO CLUB with the *North American Review* and *Education* is still open and we think it a very good one.

WE SHALL DROP A LARGE NUMBER OF NAMES from our list before mailing the next number unless their subscriptions are renewed.

Prof. Salisbury writes as follows:

EDITORS JOURNAL:— I send you the names of the five best spellers in the Columbia County Institute, held at Portage, April 5–9, as requested in the syllabus for this year; viz: Miss Anna Spain, Miss Anna G. Galloway, Mr. Lyman A. Murray, Miss Nora S. Carey, and Miss Rose Green.

The work included dictation exercises, and was thus a test of capitalization and punctuation as well as of spelling.

ON THE 21st of February last, State Superintendent Campbell, of California, apportioned $1,505,366.66, among 215,978 school children, between the ages of five and seventeen years, thereby giving to each $6.97. How does that look beside the fact that Wisconsin distributes the mere pittance of 40 cents to each of her 479,741 school children? But then California has a State

School Tax by which she obtains about half the support of her schools, leaving only the other half to be raised by local voluntary taxation. When shall we see a Wisconsin Legislature wise enough and brave enough to give us such a law? Must the people find out for themselves what are the benefits to be derived from it first, and so outstrip those who should be leaders? We fear it.

THE *West Bend Times* speaks thus of the public schools of the village:

Our village schools under the charge of the efficient principal, Prof. L. A. Stanwood, are prospering finely, and maintaining their high rank among the schools of the county. An unusually large number of foreign pupils have been in attendance during the winter months.

THE Juda items in the *Brodhead Independent*, speak in very high terms of Mr. C. F. Cronk, principal of the village school. We happen to know that Mr. C. was a good scholar in school himself, and is a man every way worthy of the highest confidence. He never fails anywhere.

Prof. A. R. Sprague, of Black River Falls schools, has been lecturing lately before a Teachers' Institute in Rockford, Illinois, on "*William I., Prince of Orange.*" We are glad to know that Badger school-masters are appreciated beyond the confines of their own pedagogical territory.

THE *River Falls Press* devotes a column and a half to a review of the condition of the public schools in that village. Prof. Barnes is very highly complimented for his work, and it seems as though a complete reformation has taken place in every grade of the work. *The Press* gives a list of a hundred words which a girl fourteen years old spelled correctly in a recent contest for a prize offered by the Principal, and it is a list to "do" anyone not a champion speller.

Prof. Kenaston, of Ripon College has accepted a position offered him by the Canada Pacific R. R. Co., as one of the 25 picked men to explore the Rocky Mountains, for the purpose of finding the most feasible route over them. The 25 men are to be distributed into five divisions and he is to lead one of the parties.—Ex.

That is the way able men are called for and they are sure to go. In competing for the services of a first-class man a college has very little chance against a railroad.

Supt. Henry Neill, of Columbia Co., in sending us twenty paid subscriptions, writes as follows:

"Our Institute closed to-day, April 8. Prof. Salisbury has done excellent work, and our teachers showed their appreciation of it by their faithful attendance and earnest attention. One hundred and twelve were enrolled,—eighty-two of whom were experienced teachers. We are beginning to think that few counties in the State can do better than ours."

Prof. T. C. Chamberlin, of Beloit College, has received and accepted an important appointment upon the U. S. Geological Survey. His work on the geological survey of this State, first as an assistant and finally as Chief Geologist, was as certain to bring him to the front as a practical scientist as the

days were to come and go. Although his work is not yet completed for the State, he sees the way clear to assume the burden of this wider labor which consists in an examination of the great Kettle Moraine which extends from Dakota Territory to the Atlantic coast. In fact, we believe he is to have charge of one of the grand divisions of the National Geological Survey, and that this summer's work is only a fragment of the whole task before him.

Here is another case of an urgent call for the services of an able man. Make yourself useful and you will certainly be wanted, is the moral.

A correspondent sends the following concerning the private institute held by Supt. J. T. Lunn at Spring Green, Sauk County:

"The Institute closed April 8, and was in every respect a success. The number enrolled was 59. The conductor confined himself strictly to the course of study and the elucidation of the topics was far beyond expectation. It was a rare treat to those who attended, and a great loss to those who remained away."

Every school-master or superintendent who thinks and then writes out and publishes a good, clear discussion of any important matter connected with school work, is sure to have his reward in seeing it copied over and over again and its usefulness thereby multiplied many-fold.

Supt. J. T. McCleary not long since published a little discussion of *Commencing School* in the *River Falls Press*, and it comes back to us from Michigan in the *Moderator*, a very lively weekly school journal. Now that it has really got on its legs, so to speak, no one can say when or where its journeyings will come to an end. Go and do likewise.

THE principal of the Seminary at Rochester, Racine County, this year is A. E. Schaub, who received at the examination in January, 1880, a limited State certificate, and who graduated last June at the State University. He has raised the attendance at the Seminary from 40 students last year to 78 this year. He is assisted by Miss Emma B. Willey, L. P., and Prof. F. E. Webley, M. A. With limited means he has energetically worked up to his present position.

THE secretary of the State Board of Education, of Massachusetts, has just issued his report for 1880, and it contains a practical article on "Industrial Education at Gloucester," of that State.

PROF. A. F. NORTH writes, "Thanks for a copy of your Annual Report. I have had time to do little more than glance at it, but have seen enough to recognize the very valuable and complete series of statistical tables. They give a very perfect exhibit of the state of the educational interests is Wisconsin."

AT THE institute, Shetek, Barron county, held last month, the following members made the fewest mistakes in spelling, average standing being 99¼ per cent.: Miss Mary S. Thompson, Miss Mercie E. Taft, Miss Josephine Miller, Miss Annie Miller, and Mr. Robert Stewart.

SUPT. WHITE, of Barron county, writes that the institute held at Shetek was not largely attended, but the interest was intense to the close. The grading system received considerable attention. So much light was thrown upon the subject that all the live teachers present announced their intention to give the system a fair trial in their schools. He thinks that they will succeed, though the obstacles to be overcome are by no means insignificant.

J. H. EVANS, President of the board of Normal Regents, writes under date of March 17th, "on Tuesday, the 15th inst., I received from the Mayor of Milwaukee, plans for building, contracts for deeds, and a letter making a formal tender on all the requirements of the special law, necessary on the part of the city of Milwaukee, in locating a State Normal School at that place."

SUPT. BUELL, of Dane county, writes in regard to his institute held at Stoughton the third week of last month:

Our institute closed last Friday. Owing to the recent blockade, but few teachers from the northern part of the county were able to attend. We enrolled seventy-five members, nearly all of whom are actual teachers. We aimed to make the work thoroughly practical, and brought prominently before the teachers the subject of grading the rural schools. My teachers are alive and fully appreciate the work we have been doing. I am convinced that our institute work pays. My teachers who attended the institute last fall have done very much better work during the winter, especially with scholars in the Primary form.

L. D. Harvey, formerly principal of the High School at Sheboygan, was unanimously elected school commissioner the first Tuesday in this month, He will undoubtedly be chosen the city superintendent of public schools by the common council of the city.

J. C. HALL, of Stockbridge, Calumet county, has invented a cheap and simple contrivance for ventilating ordinary school rooms, furnished with common box stoves. He states that it has proved this winter successful, in the school where he is teaching. He proposes to provide other school houses in his section of the State with his invention. His description of the invention was published in the March number of the JOURNAL.

T. D. PLUMB, connected with the office of Hon. David Atwood, State Printer at Madison, has printed sets of neat blanks for teachers' contracts with duplicate copy of teachers' certificates attached, for notice of annual district school meetings, for the reports of teachers for the first month and for the whole term to the county superintendents, for the certificates of the promotion of pupils from one form to another, and for the diploma of graduation from the common school. The teachers' reports and the certificates and diploma are adapted to the system of grading country schools, adopted in this State.

As far as we have learned, the teachers' institutes held this spring enrolled the following number of members: Shetek, 34; Stoughton, 75; Middleton, 86; Eau Claire, 86; Portage, 112; Juda, 87; Spring Green (private), 59; Rock Elm (private), 85.

Supt. McCleary, of Pierce county, held last month a private institute at Rock Elm, which was attended throughout by 85 members. He has just closed his spring examinations, and of 116 candidates, 65 received full certificates and 17 limited. These 82, with those holding certificates granted last year, and with those who will probably receive certificates on the supplementary examination, make about 150. As 120 teachers are required for the schools, the surplus, he says, "is in accordance with your recommendation to license about 25 per cent. more than are needed."

NEW PUBLICATIONS.

THE NATIONAL HYMN AND TUNE BOOK.

In these days of musical trash for our young people, it is a rest and a joy to come across a book like this, with some of the best of our old tunes, and with new ones from authors whose very names are a guaranty for their work. It is published by Ginn & Heath, Boston, New York, and Chicago. Mailing price 70 cents; introduction price 48 cents.

We have received from Thomas H. Bush, No. 70, Metropolitan Block, Chicago, Ill., agent for *Thompson, Brown & Co.*, Boston, Mass., a copy of Bradbury's Eaton's Practical Arithmetic, combining oral and written work, This book is remarkable for what it includes in its body proper, and for what it relegates to the *Appendix*. It does thereby a work of discrimination for the average teacher which he is unable to do wisely for himself. We shall learn by and by, that a complete compendium of arithmetical knowledge,— a regular thesaurus of curious and more or less useful arithmetical information, is not the best sort of a book to use for a text in the common schools.

This book has the appearance of being admirably adapted to the needs of the common country schools.

Cicero de Natura Deorum. *Edited by Austin Stickney. Boston: Ginn & Heath.* This volume is, in the main, a translation of the excellent German edition by G. F. Schoemann. The American editor has not been mechanical in his translation; but he has taken only the thought of the original, apparently excluding from his mind the, to us, clumsy German phrase, and has expressed it again in clear and concise English. Prof. Stickney has not limited himself to the German original; on almost every page of the notes are valuable notes of his own. He adopts, in the main, the text of C. F. W. Mueller, but changes it in not a few passages; and in these changes he does

not follow Schoemann closely, but takes account of the conjectures of other German philologists. The edition is commendable in every essential. In one respect it is not as convenient as the German edition: the notes, which in the German edition are at the foot of the page, are placed in the American translation at the back of the book. Why do not Americans discard an arrangement so inconvenient? Only such notes should be given as it is well for the student to see, and these should be placed where he can see them with the least loss of time.

PRACTICAL ETIQUETTE. *W. L. Klein & Co., Publishers.* This is a very handsome little volume in blue cloth with beveled edges. It is certainly one of the most direct, complete, and sensible books we have ever seen on the subject. Chapter II. is enforced by the following quotation from Roscommon: "Those things which now seem frivolous and slight, will be of serious consequence to you after they have made you once ridiculous." When one reflects that so wise a man as Emerson has said that beautiful behavior gives a higher pleasure than statues or pictures and that it is the finest of the fine arts, he can easily see that 50 cents sent to the publishers at Chicago, Ill., for such a book as this, is money very well paid out.

THE NEW BIBLE.—QUICK WORK.—The new version of the New Testament, which has been so many years in course of translation and which is unquestionably the most important literary enterprise this century has seen, is being waited for with curiosity and anxiety by hundreds of thousands. The literary revolution proposes fully to meet the demands which its army of friends are making upon it by doing probably the quickest work in bookmaking which has ever yet been accomplished. Arrangements have been fully made to put the entire book into type inside of 24 hours from the time a printed copy of the English edition can be procured. It will be printed in large, beautiful type, neatly and strongly bound in cloth, in a volume of about 500 pages, and sold at the nominal price of 30 cents. A fine edition in half Russia, gilt top, will be sold for 60 cents, and one in full Turkey morocco, gilt edges, for $1.25. Orders will be filled in the order in which they are received, with remittance. American Book Exchange, Tribune Building, New York.

THE DUMB SPEAK.—By the courtesy of Prof. R. C. Spencer, we have before us a copy of Mr. Paul Binner's paper on the education of the deaf and dumb, which was prepared at the request of the Board of Trustees of the Wisconsin Ponological Society of Milwaukee, and which was printed and bound in flexible covers by Mr. A. J. Aikens, of the *Evening Wisconsin*, as an expression of his interest in the cause which the society has so much at heart. The first part is devoted to the history proper and the second part to the *German Articulate Method*. We have had only time to glance at the contents, but are satisfied it is in every way a very desirable essay to any one who wishes to inform himself on the very important subject of deaf mute education.

SCRIBNER FOR APRIL is full to the brim. We cannot even publish its table of contents for want of room; but we assure our readers that this great illustrated periodical is in no wise falling off either in its literary or pictorial material.

THE NEW YORK EXAMINATION QUESTIONS, being the questions given at all the Examinations for State Certificates from the beginning to the present time, embracing three thousand questions in Reading, Writing, Drawing, Arithmetic, Geography, Grammar, United States History, General History, Algebra, Geometry, Book-Keeping, Composition, Rhetoric, Literature, Civil Government, Physiology, Zoology, Botany, Geology, Mineralogy, Physics, Methods, School Economy, School Law, together with Latin as an optional in place of Geometry. To which is added a list of the successful candidates. (Syracuse, N. Y., C. W. Bardeen, Publisher. Price 25 cents.) The title so fully describes the character of this book, that we need only call attention to its attractive appearance and low price. In these days of multiplied Question Books, a preference will readily be given to one which embraces such a variety of subjects, and which has been prepared for the successive examinations by eminent teachers, and with a care which no mere compiler can emulate.

THIRD EDITION -- with corrections, additional matter, several pages of Review Questions, and beautifully bound in cloth.

THE ART OF PRONUNCIATION.

PHONOLOGY AND ORTHOËPY.

An Elementary Treatise for Teachers and Schools. By Prof. ALBERT SALISBURY, Conductor of Teachers' Institutes, Wisconsin.

The work contains Chapters on: 1. VOCAL PHYSIOLOGY; 2. PHONOLOGY, OR PHONETICS. 3. PHONOTYPY; 4. ORTHOEPY.

The book is adapted to any one of three uses: A TEXT-BOOK for classes, a TEACHERS' MANUAL, or for PRIVATE REFERENCE, or study.

WHAT THEY SAY:

We commend most cordially the work, for its thorough and accurate treatment of the subject. — *Wisconsin Journal of Education.*

It will be some time before an thing can take its place. — *Ed. Weekly, Chicago.*

More judicious than usual in treatises of this character. — *N. Y. School Journal.*

It should be owned, *studied, and constantly referred to by every young teacher* — yea, and by a good many not so young. — *Edward Searing, late Supt. Pub. Inst., Wis.*

It comes to the help of an English education at its weakest point. — *Prof. W. C. Sawyer, Lawrence University.*

It will aid in advancing toward its proper place, a much needed feature in the study of our language. — *Wm. H. H Beadle, Ter. Supt. Pub. Inst. Dakota.*

I shall take pleasure in recommending it to the teachers of this county. — *F. W. Crouch, Supt. Macoupin Co., Illinois.*

I am much pleased with it, and expect to make it decidedly useful. — *Dwight Kinney, Principal Darlington High School.*

I have no knowledge of any book which I would prefer before it to place in the hands of any teacher or student. — *J. R. Spiegel, Supt. Latrobe, Penn.*

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EXAMINATIONS—THEIR DEFECTS AND A REMEDY FOR THE SAME.

BY PRINCIPAL WM. E. ANDERSON, MILWAUKEE.

An examination may have two purposes. 1st. To form an estimate of the attainments of the individual members of a class in each department of knowledge. 2d. To make a general estimate of the class as a whole. I shall deal with the subject only as it concerns the individual members.

The following postulates should be mentioned previous to an investigation of the present method, or before attempting to construct a more satisfactory mode of examination.

I. In the list of subjects upon which pupils are examined, only a certain few afford a test of excellence in those achievements of the mind which we attribute to the reasoning powers, or higher faculties.

II. Some branches of knowledge furnish more readily than others the means of testing the amount of arranged and classified facts in the possession of the pupil. History, geography, physiology are examples.

III. Other branches show the quality of manipulative skill attained by the pupil, and the acquaintance he has with the various forms of nature and art with which we deal in everyday life.

Drawing and penmanship are representative subjects.

IV. The attainment or acquisition of any art, or science, or branch of knowledge, carries with it increased aptitudes in other departments of study; this is especially the case when a acquistion of a branch has been systematic and thorough; but as a general rule each department of knowledge develops a certain set of powers.

V. Those abilities which in their sum total represent a pupil's literary attainments, are derived from two principal sources. First, there are the elementary subjects, each to be mastered as a unit, and each contributing in its way to the more complete knowledge of its kindred subjects. Spelling, orthoëpy, etymology, syntax, reading, and composition are the agencies alluded to. Second, there is that residue of literary accomplishment which is unconsciously retained in the pursuit of all studies through the medium of printed text. The study of such branches as history, geography, and physiology, contributes to this source. A well-written text extends the child's vocabulary and improves his acquaintance with English phraseology.

VI. In order to ascertain, by examination, a pupil's proficiency, he should be allowed a sufficient number of tests in each branch to enable him to display his full powers, since the larger the number of tests is, the more just is the final estimate as based upon the number of credits earned.

VII. The element of time should enter into every competetive examination, allowance only being made for mechanical hindrances.

The superiority of a candidate's attainments and skill can only be justly measured by considering, 1st. The quality of his responses as regards accuracy, fullness, and arrangement. 2d. The readiness and dispatch with which he deals with the subjects.

The above postulates serve both to show the defects of the current methods of examination and to suggest remedies for those defects.

Let us see in what repects the present system is erroneous, or unsatisfactory. 1st. It does not give the pupil credit in proportion to the difficulty, order, or value of each attainment, but it awards an unvarying credit, alike for all his topics, whether his paper shows the response of his reasoning powers, or whether the paper shows only manipulative skill, or whether it reveals only reminiscence of disconnected facts. Thus a pupil increases his sum of credits by

handing to the examiner a perfect paper in orthography, while his English composition is counted as a fragment of grammar and contributes at best only 20 or 30 credits towards that sum from which his average is declared.

2d. Compare the awarding of credits in arithmetic and penmanship. In the former every unit of credit has to be earned from one up to one hundred. In the latter, according to the present custom, a bonus of 60 or 70 is given to begin with, few papers, no matter how indifferent, being marked below that point; and from this gift as a basis they are marked up so as to contribute a fair sum in padding out the general average, and so rounding off an otherwise inferior standing.

3d. In endeavoring to avoid this last mentioned defect, there is a disposition to ignore such subjects as drawing, in estimating the general proficiency of pupils, a proceeding which is as unjust and objectionable as the evil it shuns.

4th. Not only are all branches awarded an equal share in the total standing, without regard to difficulty or worth, but the several topics in each general subject are awarded an equal count in making up the total credits of that branch. For example, each question in arithmetic is awarded just ten credits. The examiner is therefore obliged to draw up his questions in this branch into ten sections, each section being pared and rounded up or down to a certain grade of difficulty; figuratively speaking, they are ten arithmetical pills, intended to fit a preconcieved mathematical caliber. Again, notice the treatment of grammar as usually put into ten questions. Twenty or thirty credits are obtained by expertness in analysis and parsing, processes which have degenerated into a mere mechanical trick, as many more are allowed for a knowledge of etymological rules, while a modicum only is granted for a display of ability, so valuable in every walk of life, the ability to use the English language in the expression of common thoughts with accuracy and ease, with due regard to the rules of concord, and a tolerably fair knowledge of the plain rules governing written composition.

5th. The present system of examination is seriously defective because it fails to reveal the range, extent, or completeness of a pupil's acquisitions. It leads to a stilted and technical treatment

of the externals of knowledge by the class teachers. It is defective because it grants credits where none are earned or deserved, as in marking penmanship and drawing; or, if these are omitted from the totals, it ignores merits that ought to be considered at least in ratio to their worth, because it does not sufficiently reward special superiorities and aptitudes; because it affords not a measure of thoroughness and capacity, but rather a gauge—a gauge which gives no dimensions except such as just fit it; and because it pays little regard to the element of time in the performance of the work assigned by the examiner, thus leaving the inferior candidate an opportunity to patch up into a whole what should be produced with readiness and dispatch.

The following scheme is devised to remedy the defects above pointed out. First, arrange the various branches of study in *order* of their relative value; said value being estimated: first, according to the quality of the mental powers of which they are the exponents; second, according to their value as fitting their possessors for the duties of life.

Though there may be difference of opinions as to what will justly express the relative values of these departments of knowledge, let us suppose that obstacle surmounted, and proceed to arrange the subjects as before suggested. The following will answer for exemplification:

1. Reading, marked in the total from 1 to 75. To include: 1. Reading at sight any extracts bearing upon the subjects studied in school. 2. The use of the voice with regard to pronunciation and modulation. 3. The ability to construe the meaning of the author.

2. Arithmetic, 75. To include: 1. The ability to perform all mechanical operations with rapidity and accuracy. 2. The ability to solve problems in the direct cases of reduction, percentage, and mensuration. 3. Technical knowledge, analysis, and Higher Arithmetic.

3. Composition, 75. To include: 1. Exercises in building from simple statements the various types of English sentences. 2. Various forms of affirmation. 3. Variation of phraseology. 4. Uses of points and capitals. 5. Business forms and letters. 6. Original composition.

4. Grammar, 50. To include: 1. Syntax, and analysis of typical sentences only. 2. Rules of construction, and their application in the correction of errors and in criticism. 3. Etymoloy, word analysis.

5. Geography, 40. To include: 1. Mathematical and astronomical. 2. Descriptive. 3. Social or political.

6. United States History, 40. To include: 1. Knowledge ot the great leading events. 2. Knowledge of political doctrines, as the people of the times understood them. 3. Knowledge of details, dates, biographical notes, etc.

7. Physiology, 30. To include: 1. Hygiene; rules of good living, as pointed out by experience and the light of anatomy and physiology. 2. Anatomy and physiology, only so far as they give the knowlege from which hygienic rules are deduced.

8. Spelling, 30. To include: 1. A few most important rules, and the ability to apply them. 2. Spelling words in common use from dictation.

9. Penmanship, 25. To be divided thus: Fifteen credits, estimated from writing on composition paper; ten credits for a set exercise.

10. Drawing, 20. To be divided thus: Ten credits for free hand; ten credits for geometrical.

Here is a total of 460 credits, which represent the highest standing that can be attained.

Suppose 300 credits be fixed as the minimum standing entitling a pupil to promotion. This number is about 65 per cent. of the whole, but even this low standing cannot be obtained without a fair proficiency in the foundation branches, reading, arithmetic, and composition. Penmanship is marked less, because the ability to write a legible hand for the inspection of an examiner is demanded as a universal accomplishment. It might even be taken for granted in the case of pupils who are candidates for graduation, without injustice. Yea, I will even say that its entire omission would lead to a more correct estimate of a pupil's mental acquirements, than the present plan of putting it in at a figure equal to a first-class standing in arithmetic or composition. But some say, "*It's as fair for one as for another.*" How would an umpire's decisions be received, who declared a "bull's eye" at a

forty-rod range as an equal score to a "bull's eye" at a half-mile range, if he should support his decisions by such a rule? Yet that is just the nature of the logic at the bottom of the statement, "As fair for one as for another."

An advantage is gained in allowing within certain limits a varying credit to the principal studies. It permits the examiner to scale the whole set of questions in a particular branch, giving to each, by proportionate marks, its relative importance. Thus, in history, a response showing a conception of the causal relation of leading events, is deserving of a higher award than disconnected statements of dates, places, and names.

For the sake of comparison let us convert the standings of two pupils as given by the ordinary method into their approximate equivalents in the scheme proposed, bearing in mind that the advantage of scaling the separate questions in each branch is left out of the comparison.

DECIMAL SYSTEM.

Pupils' Name.	Reading.	Arithmetic.	Composition.	Grammar.	Spelling.	Geography.	History.	Physiology.	Penmanship.	Drawing.	Average.	Average without Drawing.	Average without Draw. & Penm'nship.
A. B.	80	65	75	70	90	90	85	90	90	90	82.5	81⅔	80⅝
C. D.	85	90	90	80	70	70	70	80	80	80	79.5	79⅓	79⅜

Here are the standings and averages of two pupils A. B. and C. D. A. B. is the higher, even when drawing is omitted. He is higher without both drawing and penmanship. We will convert these two standings into their approximate equivalents, according to the notation previously given.

The above standing converted into the

SCALING SYSTEM.

Name	Reading.	Arithmetic.	Composition.	Grammar.	Spelling.	Geography.	History.	Physiology.	Penmanship.	Drawing.	Average or sum.	Average without Drawing.	Average without Draw. & Penm'nship.	Average per cent.
A. B.	60	48.8	56.2	35	27	36	34	27	22.5	18	363½	346½	324	79
C. D.	63.8	67.5	67.5	40	21	28	28	24	20	16	375¾	359+	339	81½
	75	75	75	50	30	40	40	30	25	20	460 Perfect in the notation.			

Notice that the comparative estimate of the attainments of A. B. and C. D. is now entirely reversed; that A. B. receives credit for his superiority in drawing, and that there is really a difference in favor of C. D. of more than four per cent. by the new marking.

This is evidently just; for his standings are indicative of a better quality of attainments than is shown by the standings of A. B.

This is only an average case. Pairs might be selected from any examination roll which would show a greater disparity.

Now it is claimed for this *Scaling System* that it is superior to the Decimal System of marking in the following respects:

1st. It is more elastic and shows the disparities of pupil's standings in broader differences.

2d. It is more reliable, granting proportionately higher credit for a higher quality of attainment.

3d. It avoids the unjust leaving out of the total estimates attainments that have a positive value.

4th. It admits, on the contrary, of no padding in the marking, as has been proved against the Decimal System.

5th. It is more philosophical and accords better with a spirit of justice and a true regard for what embraces the important elements of a good common school education.

Difficulties strengthen the mind as labor does the body. — *Seneca.*

MORAL EDUCATION AND THE GOVERNMENT.

The history of the last twenty-five years records decisions made by the people at the ballot-box, which have determined more than once the fate and possibly the perpetuity of the nation. So stupendous have been the issues thus involved, that thinking men have begun to realize the necessity of a more general intelligence in the control of this popular will, in order that the foundations of this republic may be more secure. In this connection, the criticism on a speech delivered not long since by President Hayes, has great significance, not only as it refers to the ignorance in the country, but to the lack of the sense of moral obligation among the people.

In calling attention to the number of ignorant men in this country, the President said: "That these ignorant classes, who being unable to read and write, are powder and ball for demagogues." He further remarks, "That it is not only those who cannot read and write, but also those who are able to read the false and unreliable documents printed and distributed for campaign purposes, who form a dangerous element in society, for the common schools often teach just enough to turn out also powder and ball for demagogues." In this statement there is an alarming truth, and it must be admitted that our present system of education serves to increase the power of dangerous men in this country, as it gives them control of large classes who, while fairly educated, are without any appreciable sense of moral responsibility. From the organization of our government, it has been the purpose, for wise reasons, to divorce religion from state affairs; and as moral teaching is fundamental to religion, the impression has prevailed that moral instruction must be left exclusively to the care of the church, while the mental training, which the state should provide, must be of a character to exclude from our schools anything and everything religious in its tendency. To such an extent has this been insisted upon, that an effort has been made quite recently, not only to exclude the Bible as authority, but to expunge the name of God from legal oaths, and to dispense with any recognition of divine authority or existence in legislative assemblies or court proceedings. There is great wisdom in the policy which prohibits the interference of govern-

ment in religious beliefs, thereby avoiding the complications which might grow out of a state religion. But to attempt to blot out all recognition of a Supreme Being, and thereby ignore man's accountability to a higher power than himself, is suicidal to moral progress, and certain in its results to defeat the best intentions of men to promote the interests of liberty, which, to be effective as an agent in social organization, must have for its foundation a true and well-defined moral sentiment, recognizing authority in fixing the limitations necessary to guard and protect the rights and privileges of all in its free exercise.

To have a proper conception of these limitations, and of the rights of all classes under the law of liberty, brings us face to face with moral questions that ought to be taught in our public schools. Crime in all degrees is an abuse of liberty. Some one has said: "Oh! Liberty, how many are the crimes committed in thy name." To determine, then, just what the limit of liberty in conduct is, so that each, as Herbert Spencer has it, "may count for one and none for more than one," ought to be the ultimate end of moral training in a republic like our own.

Way back in prehistoric times, the work began of disciplining man for the more complex relations of social order. With increased accumulations, other organizations were found necessary to conserve the obligations incident to human life. These, with additional experience, were crystalized into principles and laws, adapted to the wants and necessities of co-operation and authoritative government. For a long period in history the family constituted the only social organization known; from this have grown the tribe, the church, and finally the state. Experience reveals the fact that whenever the state has failed to conserve and protect the sentiments and co-operative influences growing out of the family, she antagonizes her own safety. Our common schools, being a part of the state, should provide in the education they give to conserve and protect the influences and sentiments developed by means of and through the relations of the family. The highest and most important of these, as they shall affect the state and the family, are the moral sentiments and the conduct that results from these sentiments. While this is true, and none will question the duty of the state in this relation, it is also true that as the schools are the common property

of all classes, whatever is done in this direction must be done in a manner not to violate or seriously interfere with the civil rights and religious beliefs of any one.

Herbert Spencer, in his "Data of Ethics," has formulated the general principles of a system which, with proper text-books, would be well adapted to give definite and concise direction to an effort of this kind.

By it there is no doubt but that the great mass of the children in this country, now without any moral bias or instruction, would be better qualified to exercise the duties and functions of citizens. The necessity of this appears in the constantly increasing tendency to ignore the authority of the claims of religious truth.

Besides, it is very apparent that the compensations promised by the recognized systems of religious belief, are not sufficiently appreciated by the masses of our people, to induce them to accept their teaching as authority. The reason seems to be that as superstition fades out, the motive of compensation and gain comes in. These under the present system of church belief and doctrine relate to a future, of which little is known and upon which belief largely depends. What we need is a system of ethical instruction that has a present, practical value, relating to a true and desired success in the competitions and struggles of life; similar to that attaching to secular knowledge and education. There are none so dull at this age as not to appreciate, in some form, the advantages of knowledge; and thousands crowd into our common schools and colleges, contending against all manner of obstacles in their desire to acquire it and win the superiority that its attainment is certain to secure. Is there any corresponding advantage in moral attainments, that may, by some method of instruction, be inculcated and become an incentive and stimulant for acquisition and practice? We think that Spencer, in his Science of Sociology, as sumed up in his "Data of Ethics," has clearly shown that experience has demonstrated that there is such an advantage, and when this subject is properly taught, it may be appreciated in a manner corresponding to intellectual education. It is a fact, as all experience has proved, and one that it becomes us as a nation to consider, that superiority in knowledge without a thorough moral education, is not sufficient to protect and preserve human liberty and human rights. "Ancient

liberty was received, in each and every case in the hands of the educated, upon the Socratic theory that vices are removed and virtues propagated by simple inculcations of secular knowledge," — an error still entertained and advocated by those who are so zealous to secularize everything.

We would not, in any sense, undervalue knowledge; or, in any degree, depreciate what has been accomplished by its acquisition. We prize too highly its achievements, and have too high an appreciation of what it has done to advance man in his material interests and his physical comforts, to discourage for a moment any effort in its pursuit. But man's destiny is higher than physical comfort or material progress, though each are important and essential to the highest development of the other. The latter must ever remain as the foundation upon which to build for human happiness. The government does well when it provides for a better foundation of material good and physicial development in extending and perfecting the facilities and opportunities for educating the masses and specially the neglected classes of this country.

But she should not neglect to provide for her own safety and for the perpetuity of her institutions, by providing in some way whereby this general education should serve as an agency in the development of a more general moral sentiment, without which material progress will be of little avail in the future of this republic.

It has been urged that the state has nothing to do in forming or propagating moral sentiments; and that this is especially the work of the family and the church. It is argued that to introduce ethics into our common schools would have the effect to impair and supplant the Christian religion by a system of morals, which in time would destroy all interest in our churches and religious truth.

On the contrary, we think that such a course of instruction in our schools would have the effect to increase the influence and moral power of our churches, enlarging their scope among the masses of our people. Our churches, as at present organized, are too exclusive to meet the needs which are pressing upon us to increase the sense of moral obligation in this country. The great mass of people who are fast filling our land, poured in upon us from every shore, are not attracted to these churches. A select few who are far advanced in spiritual development find satisfaction and

promised compensations sufficient to induce their devotion and effort in the maintenance of our churches. Unless our public schools assume the work, what institutions are to provide for the moral instruction of the myriads that crowd the thoroughfares of our villages, towns, and great cities, whose continually increasing population is to determine the future fate of this great nation?

WEST DEPERE, Wis. C. A. WILLARD.

A MISTAKE IN TEACHING ARITHMETIC.

One great error, because fundamental, is to teach a pupil that in division he may consider the divisor and dividend as like numbers in some cases, but unlike numbers in other cases; also that the quotient is abstract in some cases but concrete in others. If we consider division as based on subtraction, the dividend answers to the minuend, the divisor to the subtrahend, and the quotient to the number of subtractions made. I hold that addition and subtraction are more fundamental than multiplication and division, which latter are only briefer methods for arriving at the same results that may be attained by the former. Perhaps the first idea of the child concerning numbers is one of aggregation, and the second one of segregation.

I believe in all cases that the true theory is that the dividend and divisor, during the process of division, must be like numbers, and also, that during both the processes of division and verification the quotient must be considered an abstract number. The quotient is never concrete until made so by stating the conclusion.

In abstract numbers there is no room for disagreement, but in problems like the following some maintain that the quotient is concrete. If 4 pencils cost 20 cents, what cost one pencil at the same rate? Most authors and teachers say one pencil cost $\frac{1}{4}$ of 20 cents. This is a fact, but how do they show it to be so? They certainly do not do it by any correct reasoning. The trouble is, they seem to forget that division is the process of finding how many times one number is contained in another. The teacher should never tell a pupil in a case like this to take $\frac{1}{4}$ of 20, but should show him how it is done, that is, go through the process.

Telling him to do it does the pupil no good, and all may correct their false theory by a proper solution.

For the young teacher a solution of the given problem may be put as follows: Had 4 pencils cost 4 cents 1 pencil would have cost 1 cent; but, since 4 pencils cost 20 cents, one pencil cost as many times 1 cent as 20 cents are times 4 cents, namely, 5 times; hence, 1 pencil cost five cents. Why? Because 5 times 4 cents are 20 cents.

Of course this may be shortened without harm, but the character of the solution is certainly the true one, since the dividend and divisor are like numbers, and the quotient remains abstract until the conclusion is reached and stated.

Many pages might be written on this subject, but it is not necessary to dwell longer on it, it seems to me, to convince all thoughtful teachers that there is only one kind of arithmetical division.

Before closing I desire to say that my impression is that at least two of the normal schools of this State are not teaching the subject correctly, and that most of our American authors and teachers err in the same manner. There is "beauty in simplicity" and great satisfaction in correctness, and I would ask all who attempt to teach to con this matter over for themselves and not be bound by authors concerning this or any other subject. It is easy to point out many errors in all our text-books, and the teacher who does not do it fails in performing a great duty to his pupils and to the world.

L. M. B.

A REPLY.

It might be sufficient to plead in answer to the above that the chances are very largely in favor of "most American authors and teachers" being right as against the dictum of a layman, and that "the normal schools of the State" are entitled to consideration as authorities in such a matter as against a dissenter here and there over the State, and there drop the subject, but perhaps it is better to lay hold of the theme once more for the benefit of the new generation of readers of the JOURNAL.

It seems to me that the difficulty with the reasoning of L. M. B. and those for whom he speaks, lies in the definition given of division. He speaks of "arithmetical division" as though there were

some other sort of division that had to do with numbers. So far as a philosophical explanation of the process goes, the division of one number by another is identical under whatever external forms it may take. Every symbol of quantity by means of which division is performed, is a symbol of number, whether it be a figure or a letter, and the process differs in form merely when we pass from definite to general symbols. We should have a definition of division wide enough to include all possible cases, and to arrive at such a definition we may say, as a matter of logic, something to divide stands first, something to divide by stands second, and the result stands third.

Hence,—Division is the process of finding from two numbers a third which multiplied into the second will produce the first; or,—Division is the process of finding one of two factors of a number when the number and the other factor are given.

It seems quite unwise to limit and restrict our conception of this process so that we shall deny that there can be such a phase of it as "the division of separation." We can see at a glance that the separation of 20 cents into 4 equal parts gives 5 cents in a part; but suppose the problem were to separate 5675 cents into 25 equal parts, would the case be changed in any essential? Not at all. One sees that 50(00) cents being separated into 25 equal parts we have 2(00) cents in each, 50(0) being separated we have 2(0) cents in each, and the separation of 175 in like manner gives 7 cents in each, and all put together give 227 cents in each of the parts. To say this is not division or that it is irrational would seem to me like questioning the addition table itself. Moreover, the very word divide means to separate into parts fundamentally, but takes on a technical signification when used in mathematics. "The division of measurement," what L. M. B. claims is the only true division, is the very process that gives the word its technicality, that is, the process that forces the word out of its old and common sense.

Now if we come to the matter of what goes on in the mind while the process lasts, it is quite a different subject. I think computation in this sense goes on with number, pure and sole. I make the same computation whether it be 5 apples at 3 cents apiece, or 5 pencils at 3 oranges apiece, or 3 hats at 5 dollars apiece, or 3 farms at 5 village lots apiece. I simply associate 3 and 5 in

my mind as factors, and because I have learned the multiplication table and so know that 3×5 and 5×3 are each 15, I leap to the result, 15, at once, and say cents, oranges, dollars, or village lots, as the case may be. Here L. M. B. and his friends find themselves in accord with "with most American authors and teachers" and "the normal schools of the State," I doubt not.

As to the matter of addition and subtraction being more fundamental than multiplication and division, it may be said that the fact does not militate against the assertion that the latter are real and distinct processes. No one would pretend that it is not a legitimate problem to give a product of any sort and one, either one, of its two factors, and demand the other. If the factor given is like the product, the quotient will be abstract, and if unlike it, the quotient must be concrete and like the dividend. "But," says the objector, "define the quotient." It is the number found by division. "What does it show?" In one case it shows how many times the divisor is contained in the dividend, and in the other what one of the equal parts of the dividend is. If one appeals to the derivation of the word and insists upon a strict use of it, the same rule would be fatal in the case of the term division, as shown above. I cannot see how we can escape from the force of this logic, and so I hold that the broader conception and interpretation are the correct ones to teach. R.

TEN RULES FOR LOSING CONTROL OF A SCHOOL.

1. Neglect to furnish each pupil plenty of suitable seat-work.

2. Make demands that you do not or cannot secure the execution of. Occasionally make a demand with which it is impossible to comply.

3. Be frivolous and joke pupils to such an extent that they will be forced to "talk back." This will "break the ice" and they will soon learn to be impertinent in earnest. Or be so cold and formal as to repel them.

4. Allow pupils to find out that they can annoy you.

5. Promise more in your pleasant moods than you *can* perform, and threaten more in your "blue spells" than you *intend* to perform.

6. Be so variable in your moods that what was allowable yesterday is criminal to-day, or *vice versa.*

7. Be overbearing to one class of pupils and obsequious to another class.

8. Utterly ignore the little formalities and courtesies of life in the treatment of your pupils in school and elsewhere.

9. Consider the body, mind, and soul of a child utterly unworthy of study and care. Let it be a matter of indifference to you whether a child is comfortable or uncomfortable. Consider that it is unimportant *why* a child enjoys one thing and dislikes another, and that it is not your business to aid him in forming a worthy character.

10. Let your deportment towards parents and officers be such as will cause you to lose their respect and confidence.

One or more of these rules faithfully executed will secure the end in view. J. T. McCleary.

SELECTED.

THE DISTINCTION BETWEEN SHALL AND WILL.

The general rule to be followed in the use of the words *shall* and *will* is, that when the simple idea of future occurrences is to be expressed unconnected with the speaker's resolve, we must use *shall* in the first person, and *will* in the second and third, as: "I shall die, you will die, he will die;" but when the idea of compulsion or necessity is to be conveyed,—a futurity connected with the will of the speaker,—*will* must be employed in the first person, and *shall* in the second and third, as: "I will go, you shall go, he shall go." "I shall attain to thirty at my next birthday," merely foretells the age to which the speaker will have reached at his next birthday;" I will attain to thirty at my next birthday," would imply a determination to be so old at the time mentioned. "You shall have some money to-morrow," would imply a promise to pay it; "you will have some money to-morrow," would only imply an expectation that the person addressed would receive some money.

The Edinburgh *Review* denounces the distinction of *shall* and *will*, by their neglect of which the Scotch are so often betrayed, as one of the most capricious and inconsistent of all imaginable irregularities, and as at variance not less with original etymology than with former usage. Prof. Marsh regards it as a verbal quibble, which will soon disappear from our language. It is a quibble, just as any distinction is a quibble to persons who are too dull, too lazy, or too careless to comprehend it. With as much propriety might the distinction between *farther* and *further, strong* and *robust*, *empty* and *vacant* be pronounced a verbal quibble. Sir Edmund W. Read has shown that the difference is not one which has an existence only in the pedagogue's brain, but that it is as real and legitimate as that between *be* and *am*, and dates back as far as Wickliffe and Chaucer, while it has also the authority of Shakespeare.—*Matthew.*

GERMAN IN THE PUBLIC SCHOOLS.

Minority report upon rules governing instruction in the German language.

To the School Board:

Upon due consideration of the matters and things embraced in the report of the Joint Committee on German, and Rules and Regulations, to whom was referred the reports of the Committee on German, and the Committee on Rules and Regulations, concerning instruction in the German language, I have arrived at conclusions which seem to make it my duty to dissent from the majority report of said joint committee.

In my opinion, the tendency of the measures recommended by the majority report is against the general good of our public school system; in this, that they are calculated to give to the German language more prominence in our public schools than its general usefulness in our country entitles it to; and because matters of more consequence must thereby in a greater or less degree suffer neglect, or be entirely ignored in the training of our youth.

With many of our best thinkers and most advanced educators the opinion is gaining ground that our systems of education have long been faulty in devoting too much time to language, and too little to those things which have direct bearing upon the common

work and duties of life. A slavish adherence to this old order of things absolutely prevents the introduction into our systems of popular education, of things which would most tend to improve the condition of the community, and elevate the character of citizenship. Mere words crowd out the world of things and replace practical substance with verbal emptiness. The mind is clogged and clouded with symbols, without their living, vital connection with the substantial matters and real relations of human life.

The need of the age is not so much more words, as more intelligent work and well-directed power of practical action. Thoughts that are born of actual contact and dealing with men and things are vastly more useful and fruitful than those which come from mere language.

The power and profit of human association, though much dependent upon language, finds its universal and greatest stimulus in its material industries and the intercourse arising from multiplied exchanges of the products thereof. The nearer, therefore, our systems of education can be brought to the real daily work and wants of the race, the more practical and perfect will they be in developing and improving mankind.

It is, I think, high time that we pause and seriously consider how much time, labor, and money we are bestowing in our public schools upon language, and how little, or none at all, upon things most necessary to honest, comfortable, independent, and right living.

I must dissent from the report of the majority of the committee, not only upon these general grounds, but for special reasons.

First. Because it seems to encourage measures which tend to carry us much beyond the wise policy which justified the introduction of and has since rendered it proper to continue instruction in the German language in the public schools of Milwaukee.

The motive which induced the Board to introduce instruction in the German language, had its origin in considerations of a patriotic nature—namely, the Americanizing and blending of the German element into American society and institutions on terms of equality and fraternity. Profound as must ever be the enlightened respect of mankind for the character, the achievements, philosophy, and literature of the German people, in can and never should hap-

pen in America that their language shall displace the established language of the country, or stand side by side on an equality with it as a branch of public education.

Recognizing the strong and natural attachment of the German for his mother tongue, and his desire to transmit it to his children, and sympathizing with the difficulties which he so generally experienced through ignorance of the English language, in freely associating with Americans in this new world, the Board deemed it wise to invite our German fellow citizens to more general participation in the benefits of our public schools, by introducing the German language to such an extent as to bring German children within reach of proper English instruction in order that they might acquire the language of the country, and mix with the people without prejudice.

The Board has, in adopting this policy, found in our German American fellow citizens the staunchest and most liberal supporters of our free public schools. It has had the satisfaction of seeing the prejudices of nationality and language disappearing, and our people becoming more homogeneous and hospitable. It is true that the experiment has cost some money and has called forth some unfavorable criticisms; but the expenditure has been well made, and our city and country are reaping the numerous benefits arising from better mutual understanding, closer intimacy, and freer intercourse among our people.

Second. I object to the majority report, on the ground that it tends to go much beyond the object originally had in view in introducing the German language. It looks to making thorough German scholars, consuming much time, and at increased cost, without due regard to matters of more immediate, pressing, and practical moment to our people.

Third. I object also, because it provides for the payment of higher salaries to teachers of the German language than to other teachers. This seems to me to be not only unnecessary but unjust, tending to establish a species of caste or aristocracy of language in our public schools, endangering their harmony, and liable to excite increased opposition both to the language and to the schools themselves, thereby impairing their strength and influence.

Fourth. A body of special teachers of German, organized

closely on the basis of that language alone, with limited interest in the general work and standing of the schools, more or less zealous and aggressive in behalf of their specialty, are liable to lose sight of much that a broad and correct view of popular education should comprehend.

Fifth. This body of teachers devoting themselves to one language, not the established language of the country, receives about one-twelfth of the large sum of money appropriated to the payment of teachers in our public schools. The measures proposed by the majority report will increase the aggregate expenditure for instruction in the German language, and add to the time and teaching force given to that branch.

Sixth. Of the 14,000 pupils enrolled in our public schools, 8,000 are instructed in the German language. Upon these 8,000 pupils is expended about one-twelfth of the money paid for the entire instruction given in all branches and departments in these schools.

Seventh. In addition to all this there seems to be growing out of this organized power and aristocracy of the German language and nationality in our schools, a species of tyranny that finds expression and aims to make itself felt through the German press and other agencies.

Denunciations and opprobrious epithets are inflicted upon those who dare object to these extreme tendencies and measures inaugurated in the interest of the German language.

Against these growing dangers and wrongs I deem it my duty, and have the courage to enter my protest, in the interest of our public schools, in justice to the body of teachers, and in behalf of the people whose servants we are. Respectfully,

R. C. SPENCER,
Chairman Committee on Rules and Regulations.

RECIPROCALS.

The reciprocal term, *each other*, divides some mutual act or interchangeable relation between *two subjects;* as, "Jonathan and David loved *each other;*" that is *each* loved *the other*. The reciprocal term *one another* distributes some interchangeable act or relation among *several subjects;* as, "The desciples loved *one another;*"

that is, *all* the desciples loved mutually. *Each other*, if rightly used, supposes two, and only two, to be acting and acted upon reciprocally. *One another*, if not misapplied, supposes more than two under like circumstances, and has an indefinite reference to all taken distributively.

Misapplications of these terms are not only often heard in conversation, but frequently found in books; and, strange to say, many of these books are professed treatises on grammar. Thus, Lowth, Murray, Churchill, Putnam, Adams, Hamlin, Alger, Fisk, Ingersoll, Green, Kirkham, Felton, Flint, and Frost all tell us that "two negatives destroy *one another*." And in Priestly's Grammar we find it stated that "*shall* and *will* might be substituted for *one another*." And in Brightland's Grammar we find, "We use not *shall* and *will* promiscuously for *one another*." And in Parker's Composition, "Two objects resembling *one another* are presented to the imagination." And the learned Lemprière, or rather Dr. Anton in translating him, relates that "Brutus engaged with Aruns; and so fierce was the attack that they pierced *one another* at the same time." Blair's Rhetoric is full of this kind of mistakes; witness the following instances: "Some other relation which two objects bear to *one another*." "The two words lie so near to *one another* in meaning, that, in the present case, *any* [either] one of them, perhaps, would have been sufficient." "Both orators use great liberties with *one another*." "Separation of the two sexes from *one another*."

In all of these extracts the indefinite prefix *an* before *other* implies that there are *several others*, which is impossible when only two persons or things are spoken of; and the use of the indefinite *one* leaves it indeterminate *which* agent acted upon the other, instead of stating that *each* acted upon the other. Take for an illustration, "Brutus and Aruns killed *one another*." This is wrong, because, after *one* of the two agents has acted, there is but one left, who must therefore be particularized as *the* other. Let it read, then, "Brutus and Aruns killed *one the other*." This is still wrong, because it implies that only one was killed, and does not state which one that was; whereas the meaning is that both were killed by their mutual agency. It must be, "Brutus and Aruns killed *each other*"—an elliptical form of stating what, if expressed in full, would be, "Brutus and Aruns killed *each* (killed the) other."

The converse mistake of using *each other* where there are more than two subjects of discourse is fully as common as the error just noticed. Thus Kirkham in his grammar (?) tells us that "Mankind, in order to hold converse with each other, found it necessary to give names to objects." This would make mankind consist of but two persons. So likewise Webster, in his spelling book, says that "Teachers like to see their pupils polite to *each other*," which implies that teachers never have more than two pupils. The author of "Ecce Homo" speaks of a "multitude of systems of moral philosophy which have differed from *each other;*" that is, *each* has differed from *the other*. But what is meant by "*the other*" when there are *several* others? "Differed from *one another*" is the correct phraseology, meaning that *any* one has differed from *any* other.

Hazlitt, in one of his lectures, uses the following language: "The spirit of the poet, the patriot, and the prophet vied with *each other* in his breast." *Three spirits* are here meant, though the *word* "spirit" occurs but once. Change *each other* to *one another*, and repeat the subject "spirit" with each of the adjuncts; or, perhaps, better omit "spirit" altogether, and use *poet*, *patriot*, *and prophet* as subjects instead of adjuncts, giving them an abstract signification; thus, "the poet, the patriot, and the prophet, vied with one another in his breast."

The following from Cooper's Grammar (!) is not only a solecism, but a downright Irish bull: "Words are derived from *each other* in various ways." This sentence would make an action reciprocal, which from its very nature is incapable of reciprocity. It is no more imaginable that words can be derived from *each other* than it is that two living creatures can have derived their existence *each* from the other. Again, we frequently hear of *two* things *succeeding each other;* but this they cannot do, unless they alternate or move in a circle. If we speak of a *number* of things in a train *following one another*, we can only express reciprocity imperfectly, since the first of the train does not *follow* any of the others, and the last of the train is not *followed by* any other. When, therefore, "one another" follows a verb that expresses an action which is *incapable* of being distributed interchangeably among several subjects, it is better to abandon the reciprocal construction and substitute some other form of expression. Thus, instead of speaking,

with Murray, of "two or more verbs immediately *following one another*," it is better to speak of "two or more verbs coming in immediate succession." Instead of saying, as the author of *Ecce Homo* does, that "Several centuries had succeeded *each other* which were alike incapable of producing it," [the gift of prophecy] it is better to say, "several successive centuries had elapsed, which were alike incapable of producing it," or "several centuries had passed away in succession without being able to produce it."

To illustrate the impossibility of a performance of certain actions by *reciprocal* agents, take this sentence: "The fourth, fifth, and sixth Henries of England were descended from *one another*." Now, *one* is an indefinite word, and means *any* one; so likewise *other* with the prefix *an* (which is only another form of *one*, the indefinite article) means *any other*. The sentence, therefore, means that any one Henry was descended from any other Henry — an absurdity, since it would imply that not only was the son descended from the father, but that the father was also descended from the son; moreover, Henry IV. was not the son of a Henry at all. The absurdity of this supposed sentence is so glaring that it is not found in any author that we are acquainted with; and yet sentences in which the absurdity is fully as great, if not so apparent, are by no means uncommon; as when Murray tells us that "There are many other ways of deriving words from *one another*" — a sentence which asserts that there are many ways of deriving *any one* word from *any other* word, and thus makes primitives come from derivatives, as well as derivatives from primitives. Moreover, it is not true that words are derived from other words *indiscriminately* (as the indefinite *author* would imply), but from certain *particular* words which are not derived from others at all. The sentence is parallel in every respect to our suppositious sentence about the three Henries. It should read, "There are many other ways of deriving words from their primities."

If we examine a sentence in which true reciprocity of action is affirmed with regard to several agents, we shall always find that the indefinites *one* and *another* accurately represent them as holding the interchangeable relation of subjects and objects: thus, "The desciples loved *one another*," means that *any one* loved *any other* — which is exactly what we meant to assert, since all loved and were loved.— *C. Dod, in Educational Journal of Virginia.*

LABOR OMNIA VINCIT.

We have recently had brought to our notice a remarkable example of the truth of the adage that labor conquers all things.

In 1866, a young man who had been blind from his birth, applied for admission to Columbia College. After passing an excellent examination, he was admitted. He took at once a good rank in scholarship, which constantly improved, till at the close of his four years' course he was adjudged worthy of delivering the Latin salutatory at the commencement, the second honor in his class. He conquered his position by the most assiduous labor, under circumstances that might have appalled even a courageous man in the possession of all his faculties. He had prepared under his direction, or prepared himself, upon card-board, in raised letters and diagrams, the text of the every-day lessons in classics, and the necessary mathematical figures, such preparation often costing him three hours' labor for one lesson. With his raised letters and diagrams he could, by his delicate touch, read and demonstrate with great facility. His mind was eager and incisive, and his recitations became models of clearness and accuracy. Difficulties in this seemed to delight him. He took high rank in every study, but excelled in mathematics. His fine mind and unflagging spirit never rested till all difficulties had been overcome, and he was master of the subject. After graduation he taught private pupils, and in such intervals of leisure as he had he continued and extended his study of mathematics. Some two or three years ago he found that the satisfactory solution of a problem upon which he was engaged required a knowledge of the calculus of variations—an abstruse branch, to which he had paid little or no attention. He immediately, *suo more*, began a thorough investigation. He gathered, by purchase and from private and college libraries, all that was to be had upon the subject. He found that nothing of importance concerning it had ever been published by an American author; that the only systematic work upon it that ever appeared in English, published in England thirty years ago, was out of print, very difficult to obtain, and that since its publication the subject had been greatly extended and improved by the labors of English, French, and German mathematicians; that the results of these labors were inaccessible to the general reader, being contained in communications to mathematical journals and learned societies, or in certain special works. He thereupon undertook the preparation of a treatise which should present in a simple manner everything at present known concerning this branch of mathematics. He knew nothing of the French and German languages; he had translated to him, often by people who could simply translate the words and not the sense to him, the French and German essays; and thus, in physical darkness, but in the clear light of his own mind, he wrought simplicity out of complexity. The only amanuensis accessible to him was a person ignorant ot mathematics, which increased the embarrassment under which he labored. * * * To this amanu-

ensis he dictated his work, which is now completed, and is believed to be the only thorough, simple, and systematic treatise on the subject in the English or, perhaps, in any other language. The name of this work, which would be a credit to any man, and which, under the circumstances, is simply marvelous, is "A Treatise on the Calculus of Variations," by Lewis B. Carll, of Flushing, Queens county, New York.

He has one more difficulty to overcome in connection with it, and that is in its publication. His publisher requires subscriptions for 300 copies before he will undertake it, and these Mr. Carll, besides giving away his labor of years, has courageously undertaken to procure. There can be no doubt that he will succeed, for surely labor, properly directed, conquers all things.—*Harper's Weekly.*

THREE PLUCKY SCHOOL-MA'AMS.

On the Saturday preceding the opening of the institute, three young ladies, who, never having attended an institute, determined to give their summer schools all the benefit that could be derived from one, started from Dayton to go to Juda. They reached Albany safely, and there took the train for Brodhead, expecting to go on the afternoon freight to Juda. They reached this place promptly, but the heavy snow of that day before noon so blocked the roads that no trains could run, and the ladies found themselves snow-bound. They remained over Sunday at the hotel, but on Monday the prospect of getting to Juda was no better than before, and the ladies were not willing to spend the time they had expected to devote to professional study, in idleness at the hotel, especially when they must pay for the privilege. Hearing that Mrs. Barnes needed help, they set out, thinking that at least one of them could get a place, and the result was that Mrs. F. B. Smith took one, Mrs. Moore another, and Mrs. Barnes the third. And thus all were provided for. Now let us never hear again that school-ma'ams will not make good housekeepers. This trio have disproved it. They each one worked with an ability and an energy that won for them firm friends. Each one of the before mentioned ladies is sure she had the best one of the three, so that they are all best in this department. The girls were quite young, and had never before been away from home on the cars. While their first trip was something of a trial to them, the plucky and discreet spirit they showed made them new friends, and when the road was open they left for the institute with many good wishes from those who a few days before were entire strangers. We predict success for those girls in whatever they undertake, and Green county ought to be proud of them.—*Brodhead Independent.*

FOUR things come not back: the sped arrow, the spoken word, the given promise, and the neglected opportunity.—*Omar.*

PATIENCE IN THE SCHOOL-ROOM.—Patience is always a beautiful trait of character, winning admiration by its rare grace and loviness; but in the school-room it is a "*sine qua non*," that without which no good work can be done. That the trials of patience in the average school-room are numerous, no conscientious teacher need be told; and usually the more conscientious and sincerely anxious for the scholar's improvement is the teacher, the more temptation to impatience from the dullness or wilfulness or negligence of the pupil.

But the earnest and faithful teacher is also intelligent enough to know that more or less of these trials are inevitable so long as children are children, and not premature men and women. Childhood, with its proverbial freedom from care, is naturally heedless, forgetful, sometimes unreasonable and wilful; but what true teacher would willingly exchange impressible childhood, frank, curious, and affectionate, as an object of effort, for staid, cool, calculating, and oftentimes fossilized manhood?

Give us the children; with all their faults, they are the more promising material for our labors, and they will almost invariably respond to patient, faithful training and gentle discipline, with steady improvement and ultimate success. Impatience, moreover, manifested by petulance and sharpness of word and tone, usually increasss its own annoyances, while the self-control which patience gives removes half the occasion for its exercise.

Children are like climbing plants whose tendency is upward, but they must find some support in order to rise. The affectionate nature of a child is constantly throwing out its tendrils to fasten on some one who may help it to realize its aspirations, and to no one will it sooner cling than to a patient, self-sacrificing teacher who is a true helper of the young. But children are soon repelled by coldness and fretfulness. No teacher must for a moment forget, however, that the tenderest patience is always compatible with the truest firmness of school government and discipline. The teacher must insist on a right course of conduct, and take all necessary methods to secure this; but the most extreme measures ever found to be necessary may be carried out with such a spirit as to command both the assent of a child's native sense of justice and respect for the teacher's self-control.—*Teacher's Companion.*

WHEN the commonplace, "we must all die," transforms itself suddenly into acute consciousness, "I must die," and soon, then death grapples us, and his fingers are cruel; afterwards, he may come to fold us in his arms as our mother did, and our last moment of dim earthly discerning may be like the first.—*Middlemarch.*

TEMPERANCE consists in a moderate use of all things calculated to benefit, and a total abstinence from all things calculated to injure mankind.—*Harris.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

Q. Does not the "Township System of School Government" contravene the provision of the constitution which requires the establishment of "district schools?"

A. A district is simply a given territory, large or small, designated for any purpose. How much territory shall be embraced in a school district the constitution does not prescribe. The legislature is left free to regulate that matter, as it sees fit. It was once the prevalent notion that a school district should embrace only so much territory as would require and maintain one school, and that, ordinarily, a mixed school, of all ages. By degrees, two improvements have been introduced, more or less widely: the enlargement of the territorial limits of the district, and the separation of the school children, as far as practicable, into departments or grades. This is well nigh universal in cities and large villages. Very few cities remain divided up into separate districts. Several States, as Massachusetts, Pennsylvania, Indiana, and Iowa, also make each town a district for school purposes, with provision for as many separate schools, graded or ungraded, as may be required. We have a law in this State which permits such an arrangement, and it is in no sense a violation of the constitution, which itself provides that each *town* and city shall be required to raise, by tax, annually, not less than one-half the amount received from the income of the school fund. This, as far as it goes, is a town system for supporting schools. One town in the State, namely, Marinette, in Marinette county, has never been divided up into small districts; but remains one district, with as many schools, established from time to time, under one board, as are required. This is a solitary but instructive example. A few towns have "adopted" the town system, with sub-districts. This is but a half-way measure of reform. Eventually, custom and prejudice will give way, and the little independent district, with its one school and feeble spark of life, will become a thing of the past, and the town will be the unit for school purposes the same as for other local interests.

Q. Since the constitution, in Art. VII., Sec. 2, vests the judicial

power of the State first in the courts there named, and defines or limits the inferior courts which the legislature may establish, how can the State Superintendent be clothed with any judicial power?

A. The power conferred upon him is not strictly judicial. It is defined by the supreme court as *quasi*-judicial (12 Wis., 685). The germ of the power given him is found in the latter part of section 3, of an act passed in 1848, defining his duties, in which it was provided that he should "adjust and decide all controversies and disputes arising under the school laws, without cost to the parties" (p. 129, laws of 1848). This provision was too vague, and must soon have been found inoperative; hence in the school law of 1850 his duty in the matter was defined more explicitly, and substantially as it is now set forth in the revised statutes. The evident object of the law is to make his office a sort of court of conciliation, to save litigation and expense and consequent injury to school interests. The jurisdiction given him in matters submitted to his decision on appeal is concurrent with the jurisdiction of the courts, and deprives no person of a right to resort to the courts if this is preferred.

Q. If the State Superintendent can lawfully be empowered to try matters submitted to him on appeal, is it not imcumbent on him, under the provisions of section 2619, especially of subdivision sixth, to try such matters in the county where the parties reside, and not in Madison?

A. The general provisions of law in regard to the government of the State, whether in the legislative, executive, or judicial departments, do not usually embrace any matters relating to public education. This interest stands in a category by itself, and was originally provided for and regulated almost wholly by special enactments, though this distinction and separation is less apparent than formerly, since the last revision and condensation of the statutes.

Thus, chapter V. does not bring within its purview the election of school district officers, and chapter CXIX. has no relation to the exercise of the *quasi*-judicial functions devolved upon the State Superintendent. His office is located at the capitol for the discharge of this, as well as all other duties, except those named in section 166, and any others that require him to travel.

Q. Is a county superintendent justified in annulling the certificate of a teacher who plays cards and teaches his pupils to play?

A. Formerly certain amusements, such as card-playing and dancing, were regarded by many as immoral, and are still so regarded, probably, by some persons; and in some communities a teacher would be looked upon askance who should indulge in either. But a superintendent would not be justified by law in annulling his certificate for playing cards or for teaching his pupils the same. The board might reasonably make a rule that it should not be done in the school-house. In such things a teacher should, however, exercise both prudence and charity.

Q. Can a county superintendent be also a town or district clerk?

A. There is no such provision of law about it as that which declares his office vacant if he becomes a county supervisor; but there is a certain impropriety in a man's making a report to himself, and trouble has arisen more than once where a superintendent has been district clerk and has used his office to control the other two members of the board in the matter of hiring or retaining a teacher.

Q. Is a treasurer's bond valid if without date?

A. The essence of the bond is the obligation which it imposes; the date merely shows when the bond was given — when the obligation commenced; its omission does not invalidate the bond; there would be other means of showing when its obligation commenced if that were disputed.

Q. It a teacher obtains judgment against a district for wages due, can the judgment be paid by the treasurer?

A. If, after the judgment is rendered, the board are satisfied that the claim is just, and there is money in the fund for teachers' wages, there is no reason why an order should not be drawn and paid on presentation of a transcript of the judgment. If the board will not satisfy the judgment, it is to be collected in the manner provided in section 488, of the school code, and not by execution.

AFTER all the talk of scholars, there are but two sorts of government: one where men show their teeth at each other, and one where men show their tongues and lick the feet of the strongest. — *Romola.*

CORRESPONDENCE.

THE GRADING SYSTEM.

In previous numbers of the JOURNAL OF EDUCATION some of the favorable conditions for introducing the grading system into the Country Schools have been presented in the form of extracts from the reports of County Superintendents. The following gives some points on the other side, and is in proof that this grading work must be prosecuted patiently and systematically.

"It may be of some benefit to know the conditions as they exist in this County. Here a large majority of the inhabitants are of foreign birth and language. Perhaps one half of the people and more than one half of the voters and school officers cannot read the English language. Generally speaking, the terms of school are short and the wages of teachers low.

But I do not mean that we are behind other new counties in these matters. The official reports give us a fair standing in educational matters, compared with other counties in the State. When I thus speak of our county, I refer not to the comparative but to the actual conditions.

Well, after distributing the copies of your circular among teachers and others, I began to make inquiries respecting it. Of course, some copies fell by the wayside, some came to naught, and a few seemed to be in the way of springing up and yielding a rich harvest of good results. Time for visiting schools arrived; and here I thought is my opportunity to observe, and inquire into the workings of the grading system. The first school was taught by a goodnatured girl, who weighs 196 pounds; but further than this, she has no particular qualifications or aptitude for teaching. She never attended any other than a district school (not graded), and she did not have any clear idea of what graduation means. I endeavored to explain the object of the circular, and she fully agreed with me that it was a good thing, and real nice; but the term of school would expire in about four months, and she did not think she could do anything with it in that time; would not try, and thought this would be her last term anyway.

The next school was taught by a gentleman, 18 years of age. His father lives in the vicinity and has some "influence," and the teacher is not driven by any pecuniary stress to teach. Ah! noble soul, he could not help the work. Oh! no, he wanted to buy a breech-loading shot-gun; and if he can *put in* this term, he will never teach any more, he warrants. He had received some kind of a circular, yes, with a kind of a gray cover. But enough has been said to show that his opinion on the adoption of the system is not worth preserving.

A little further on was the school taught by a lady, who, after a little effort, remembered that she did get a circular about a month before, but what the contents were she could not say. She was twenty-six; that is, she said she was only twenty-six. She had taught school six winters; had never been in-

side of a graded school; thought the old method of teaching was best, as she was taught in that way; was about to quit teaching, and this was her last term. The five month's term was partly finished, and it would not be worth changing.

The next school was taught by a man twenty-five years of age; he had taught school before, but never liked it. Was going to start a store and saloon next spring. Had been waiting for some time to get out of teaching. Had thought every winter for last three years that that would be his last term. Had not read the circular, and did not know anything about it. If I insisted on it, he would study it up and see how it would work, but he had misgivings as to its practical utility.

The next teacher — a lady — was conducting a recitation in the First Reader when I arrived. The pupils were struggling with the effort to see in an instant of time, all the letters in a word, reason out or remember what was the proper sound of this combination, and the idea it represented. The effort of the mind, the concentrated effort, without which there can be no progress and nothing learned, was apparent on the faces of the children. I would not have interrupted it. But the teacher ruthlessly broke off the first incipient effort, by telling the boy, "You did not let your voice fall after cat," and other equally absurd remarks. The class then read off the sentence, "Thaw dog ran at thaw pig;" and the teacher remarked that it was with the greatest difficulty, and after a great deal of drill, she had brought the pupils to pronounce "the" correctly; that they had evidently been allowed by her predecessor to pronounce the word *the*. "But," I said, "allow them to call it "*the*" at least until they have learned to read. But, she said, "I disagree with you there, and certainly, Webster is against you. Besides I heard a very instructive lesson from the Institute Conductor on the subject, and the word should be pronounced, "the," or, "thu," except when unemphasized or standing alone." I remembered the school laws, and that unless I could convince her by reason she must have her way. I could not by any official authority direct her manner of teaching. "I don't object to your pronunciation, but to that of the pupils. By all means allow them to say *the* rather than *thaw*. Those days and hours of drill on that word I consider as lost time. There are pupils growing up and leaving school who cannot read the newspaper. We pronounce it in the way Webster indicates not because of his authority, but because the combination of *th* and long *e* is difficult in rapid speaking. Webster knew no more about the matter than we do, except so far as he had a better opportunity to observe the usage of cultivated people. The conductor you heard, must have exhausted the principal subject and was giving the comparatively immaterial details the greater prominence. Here you have a certain task to perform — an educational structure of a certain cost and dimensions to erect, and you are now at the very foundation. Instead of working where you should, you are frittering away your time with one of the brackets on the cornice." But I failed to convince her of anything except

that (as I heard afterwards) I lacked culture. She thought that what the Conductor had given his time to at the institute was of sufficient importance to be taught, and that thoroughly, if it did take time.

She insisted that she had reformed her school to conform to the requirements of the grading circular. I found her theory of graduation in the common schools entirely impractical, but permitted her to go on and encouraged her in her efforts; but I went away convinced that the system must be introduced, and handled by a person of more capacity in order to succeed.

The next school was that of a young man, who had arranged his pupils into the three forms; held monthly examinations; promoted pupils from the lower to the upper forms, and expected to have a graduating class of four at least; invited me to be present at the graduation exercises next spring, and in short, was succeeding admirably with the "grading system." I informed him of the efforts I had made for the general introduction of the system and with what results, and he informed me as follows: "I expected a great many difficulties in the way of the general adoption of the system. In the first place, our terms of school are too short. Then consider the great dearth of what may be called professional teachers. Attend an institute or teachers' meeting, and you will see there boys and young ladies, who are almost children, none of whom regard teaching as a permanent profession for which they should take pains to fit themselves. All, or nearly all, regard it as a makeshift till something better turns up. Then those who enter the profession and have any real ability, are soon drawn away by better prospects and better pay in some other walk of life, thus culling out the best and leaving those who are not competent for anything else; and, therefore, not competent teachers. This sifting process is going on all the time. The result is apparent. Then, with those new recruits who enter the ranks every year, there is everything almost to learn and all in the school-room and at the cost of the pupil.

The law should impose upon County Superintendents more authority, more work, and more responsibility. The district boards will do little or nothing to aid in the adoption of this grading system. They are always reluctant to interfere in such matters, doubly so when the matter concerns the methods of conducting the school. You must introduce the change through the teachers, many of whom are ignorant and incompetent; many indifferent, and some biased in favor of other methods. But it is a good thing—a step in the right direction, and though you can only recommend the change, yet by perseverance and two or three years' work the system may be in general use in this county."

Very like those six schools and six teachers were all the rest. All the opposition or indifference to the introduction of the system might be traced to either the indifference of the teachers, the shortness of the terms of school, in a few cases to incompetency, and in all cases to the lack of authority on the part of the County Superintendents to enforce its adoption.

HISTORICAL DEPARTMENT.

THE MONTH AT HOME.

After over two months of useless and unprofitable delay, the U. S. Senate has at last got about the business for which the extra session was called. The squabble over the Senate officers has been suspended till next winter; the important Chinese treaties have been ratified, also less important ones with the United States of Colombia, Morocco, and Japan; and a large number of appointments have been confirmed, including those of Wm. Walter Phelps as Minister to Austria, and of Stanley Matthews as Justice of the Supreme Court.

But meanwhile an issue has arisen between Pres. Garfield and certain Senators, under lead of Senator Conkling, in regard to questions of executive prerogative. The contest centers around the appointment of Judge Robertson to the leadership of the New York custom-house, his confirmation being violently opposed by Mr. Conkling. This controversy involves questions whose decision may become of considerable importance in our constitutional history.

Aside from this contest, the chief topic of the month is the exposure of extensive frauds in connection with the Post-office Department. The Second Assistant Postmaster General, Brady, is so far implicated that his resignation was demanded and received.

These frauds were perpetrated in connection with the letting of contracts for carrying the mails over the more remote and unimportant post-routes, known as "Star Routes."

Secretary Windom's project for extending the six per cent. bonds, due in July, at 3½ per cent., is working satisfactorily, the majority of these bonds having already been filed for extension at the reduced rate of interest.

This year is already marked by a great increase of foreign immigration. The influx of foreign population into this country will probably be greater in this year than in any other for the past twenty years. Over 100,000 have already arrived.

THE MONTH ABROAD.

The chief European topic is the invasion of Tunis by the French. It seems to be the French desire to build up a colonial dominion in Africa by adding Tunis to Algeria. With this prospect Italy is very discontented, and England is also becoming restive.

In Italy a ministerial crisis occurred, and Premier Cairoli was forced to resign because suspected of too much friendliness toward France; but he has secured office again.

AUSTRIA in general, and Vienna in particular, have been all agog over a royal wedding, the Austrian Crown Prince, Rudolf, having married Princess Stephanie, of Belgium, on the 9th inst.

THE Greek government seems to have weakened at the last, and to have accepted the proffered terms, by which she gets nearly all of Thessaly, but very little of Epirus. But the possibility of war is not wholly past. Meanwhile the Albanians have engaged in active revolt against Turkey, desiring to achieve self-government.

DISRAELI, Lord Beaconsfield, the famous English Tory leader, died April 19, of asthma.

VICTOR HUGO is reported to be seriously ill.

EDITORIAL.

STATE CERTIFICATES.

At the holiday meeting of the State Teachers' Association a majority and minority report were both made by the Committee on State certificates. By a reference to the minutes of the meeting published in the January number of the JOURNAL, the character and fate of those reports will be found. We do not advert to the matter for the purpose of criticising the reports or the action of the Association, though we may be pardoned for saying that we think it would puzzle any common man to tell where the Association stands as to the main question. We call the matter up to prepare the way for a few remarks upon the general question of State certificates.

What are the objects in granting such certificates? Doubtless most of them are obvious enough; to provide a body of first-class teachers for the better schools of the State, to afford as great inducement as possible for able men and women to enter and continue in the work of teaching, to do what the State can towards elevating the occupation and making it a profession in fact, to advance the cause of education by encouraging its leaders through recognition of their merits. That there is such great diversity of opinion concerning the best way to accomplish these ends, shows that it is a matter for judgment wherein the data is not abundant, nor the reasons at all conclusive.

Whether the law, as it stands, is wise or otherwise, and whether or not there were sufficient reasons for enlarging its scope so as to take in certain private colleges, the legislature wisely, as we think, declined to repeal it either wholly or in part, since no adequate grounds for the repeal appeared The demand was for some facts bearing on the question, and none of importance being set forth the bill to repeal the law was killed in the committee.

In the attempt to accomplish the ends sought by the granting of State cer-

tificates, there is danger on either hand. It is the old case of Scylla and Charybdis in a new dress. If we strive to avoid the cruel rocks of so high a standard that next to none shall succeed, we are liable to fall into the swirling currents of so low a standard that a mediocre mob shall boast the coveted prize. If the standard is too high, the effort will fail for want of numbers, and if too low, it will fail because of numbers.

It is conceded on all sides that State certificates should be given as the reward of merit. No one has ever proposed to grant them except upon sufficient evidence of merit, but we disagree as to what is sufficient evidence, and one party says nothing but an examination by the State Board of Examiners will do, while another party says that a diploma from either of the normal schools, the university, or any one of certain approved colleges, backed by an established period of successful teaching, is quite sufficient.

Now when one considers what it takes to get through either of these institutions and receive its seal of approval, how the probationary period implies success before the county superintendent and then success in the school-room, and that the certificate when obtained has only the legal effect to permit a school-board to pay the holder wages without risk, it hardly seems an excessive concession in view of the objects to be attained. Viewed from this stand point it seems as though we are in no immediate danger of falling into the whirlpool of cheapened privileges.

Because we speak of the legal value of a State certificate let no one suppose we ignore or forget its moral value. It certainly stands for something more, if not better, than its legality, and it ought to, for the weakling and intellectual cripple does not attain it. The holder receives preferment, consideration, and employment, which would seem to show that the objects of the law are being attained in no inconsiderable degree.

From what sources shall we expect to obtain recruits for the pedagogical army if not from these very institutions; and shall we not gain ten valuable volunteers by this more liberal policy to every one good-for-nothing who will be mustered out of service after the first campaign? We complain because teachers quit the occupation on so slight provocation. The partial remedy at least lies in the direction of greater inducements, and these inducements do not all lie in the direction of increased salaries.

If the case stands upon such a foundation when all are considered, what shall be said of withdrawing the privilege from graduates of the normal schools? Here are great institutions founded and supported, organized and conducted by the State for the sole and specific purpose of preparing teachers for the public schools of the State. What a farce — ludicrous and absurd — it would be to invite the young men and women of the State who desire to fit themselves for teaching to come in and receive the severest endurable training for two or four years,— to study, recite, live, act, and have their being for all this time in a professionally pedagogical atmosphere,— to comply wholly with a course of study and examination that establishes a rigorous

law of the survival of the fittest, and at the end of all this tell the heroes who survive the crucial test of a final examination, "we won't put our seal upon you even now. You must go before the State Board of Examiners, and if they agree to it you can have a State certificate." The proposition is monstrous, and nothing less. We are not saying the normal schools are what they ought to be, or the contrary. We are trying to say that if the State can't put its seal upon their graduates while the schools are what it consents to their being, then there is no longer any reason for their existence, for they have failed of their only aim and should die.

If the normal schools are not what they should be,— if their faculties can not be trusted to the fullest extent in this matter,— if their courses of study and training are not adequate, if the work done is ill-done, or is disproportioned, or ill-adapted to the needs of the public schools, why, then, say so at once and let the authorities take hold of the matter and readjust these schools to the ends sought in their establishment and maintenance. If you say that the faculties cannot safely be trusted to give the final examinations, supplemented with an examination by a committee of the Board of Normal Regents, as is done now, let us hear the decision, and if it shall seem best, let us demand that the State Board of Examiners make the necessary examinations at the normal schools whenever classes are reported ready for graduation. Let us consent to any reasonable modification of the present system which shall not imply failure, nor throw discredit upon the professional standing of these schools, and so cripple their usefulness and hinder their growth.

ONLY SLIGHT CHANGES in the school laws were made by the Legislature, at their last session. We give herewith these changes.

A year ago last winter, subdivision 8 of section 461 of the Revised Statutes was amended, so that the county superintendent in dividing his district into inspection districts, which must be bounded by town lines, could not embrace in each inspection district "more than four towns," "where the number of schools in his district, including graded schools, shall exceed one hundred and fifty; but to form not more than four inspection districts, if the number of schools is less than one hundred and fifty; nor more than three, if the number is less than one hundred." The past winter, this provision was again amended, so that the last portion reads, "but to form not less than four inspection districts, if the number of schools is less than one hundred and fifty; and not less than three, if the number is less than one hundred."

No action shall hereafter be brought upon any school order until the expiration of thirty days after a demand for the payment of the same shall have been made.

The State Superintendent was authorized to sell at cost price Webster's Unabridged Dictionary, "to the Industrial School for Boys at Waukesha, the Industrial School for Girls at Milwaukee, the Institute for the Blind at Janes-

ville, and the Institute for the Deaf and Dumb at Delavan." This must be done "on a written requisition being made by the superintendent of the institution." As many copies can thus be supplied as "the number of school departments in the institution" under the charge of this superintendent.

Any person holding a state certificate is hereafter to be classed, in acting as a principal of a high school, with the graduates of some university, college, or normal school; or with anyone passing an examination in the studies required to be taught in any such school.

Section 472 of the Revised Statutes was amended by striking out the words "third Monday of November," where they occur in said section, and inserting in lieu thereof the words "last Monday in October." This amendment requires the district clerks to report to the town clerks, by the date last mentioned, all statements in reference to the taxes voted to be raised by the districts at their annual and special meetings in any one year.

PROGRESS IN THE GRADING SYSTEM.

The demands made by county superintendents in the State for additional copies of the circular on the Grading System for the Country Schools, for use among the teachers, has induced the State Superintendent to revise the circular, and to order another edition of five thousand copies printed. No material changes will be made in the work.

A teacher in a country school writes: "Last fall I received two copies of your circular, one of which I gave to the district clerk; the other I kept myself. I have since read and reread it, and I may say that the time spent in reading and thinking upon it has repaid me a hundred fold. It has given me a foundation upon which to build, and an end for which to labor."

A gentleman who has long been engaged in charge of country schools, says: "I have received a circular from the county superintendent on the Ungraded Schools of the State. I have read it through carefully, and I have come to the conclusion that it is just what our schools need, if it is carried out on the plan proposed. It will give the scholars a spirit of emulation."

The reports from the spring institutes all show that this scheme of organing the rural schools was thoroughly discussed by the conductors and teachers present. The institute at Evansville, Rock county, passed the following resolution: "That we strongly endorse the system of grading the country schools, as set forth by Superintendent Whitford; and, as a body, are determined to carry it out as fully as possible."

Prof. Graham writes: "The institutes this spring have given me new courrge in regard to the possibility of grading the country schools. The teachers have in good degree been thoroughly in earnest in the endeavor to comprehend the problem; and I believe that they will make an effort to secure better results than have hitherto been attained."

We continue to receive evidence from the county superintendents that the subject is attracting attention in the schools under their supervision.

Supt. Lunn, of Sauk county, has printed a very neat common school diploma, on a new plan, to be given to the pupils in his county who pass an examination in the studies taught in the country schools.

Supt. Greene, of Marathon county, writes: "I have just reached Wausau, having been absent all winter, visiting the schools and introducing the grading system. I am well pleased with the improved condition of the schools, and believe that the new system will, in time, accomplish the object desired."

Supt. Richmond, of Trempealeau county, publishes the following, in a recent circular addressed to the people of his county: "The circular on grading our public schools, by State Superintendent Whitford, was very generally circulated among teachers and school officers during the winter. This circular is one of considerable merit, and I trust will be carefully studied by teachers. The real question with us is whether we are prepared to establish in our district schools a course of study, and insist that it be followed. Are our teachers, one and all, prepared to follow intelligently a prescribed routine of duties? Can a system of grading and a course of study be placed in their hands, with the assurance that it will be successfully established? If not, then we should wait until a corps of teachers, qualified to handle the matter successfully and without fail, are in charge of our schools, or can be secured to take charge of them. Should we attempt to grade and systematize our schools, and fail, I fear that the demoralization would be greater than to remain as we are. However, this is a fair question for our teachers to decide. It should be agitated, discussed, and fully decided at the coming fall institute."

Supt. Mahoney, of Kenosha county, wrote, a few weeks since: "The scheme has probably taken root in one half of the schools this winter. We will bring up the rest in the summer. I have notice of twelve pupils who wish to be examined for graduation this spring. There will undoubtedly be more than this number."

Supt. Scott, of Ozaukee county, sends the following: "No definite action has yet been taken in this county in regard to the gradation of the schools' although the subject is receiving the considerate attention of many teachers and school officers. This subject, as presented in your circular, was twice discussed in our teachers' association. It was there quite unanimously conceded that the adoption of the system would greatly increase the efficiency of our schools; but the great majority of the people in this county are so preeminently conservative, that the progress of the adoption of the system will be indeed slow. There are, however, a few schools (four or five) in the southern part of the county that will, I expect, commence work under the system at the beginning of the next school year."

Supt. Harper, of Grant county, reports the last of April, as follows: "This subject will receive full attention at our summer institutes. It is our intention to push this matter as earnestly as we can. Owing to the very general snow blockade, and consequent irregular attendance of pupils, it was impos-

sible to push this matter as effectively as I could wish, this last winter; but something has been done, and we propose to hold examinations for country school graduates about the latter part of May, or early part of June. This project has been discussed pro and con at our teachers meetings (which were attended by a total of 207 persons). It has been explained in a majority of the ninety-seven schools I have visited, and with one exception laid before the teachers at the spring examinations (there were about 880 applicants); consequently, you will see that this subject has been pretty generally explained to those who are expected to give the most aid in pushing it. I have also reason to believe that the copies of your circular, 539 in all, that have been distributed by me, have been pretty generally read, which will certainly have its influence with the clerks, and others not always as much interested as they should be in the work."

WANTED.

The State Superintendent is greatly desirous of obtaining a few copies, bound or not, of the Report from his office for the years 1874 and 1875. Any person having a copy of either or both years who will forward the same to him will receive the postage it costs and the thanks of the Superintendent by return mail. These copies are wanted to complete sets for libraries and public offices.

SEVERAL SUMMER MEETINGS.

THE NATIONAL EDUCATIONAL ASSOCIATION will hold its annual meeting July 19–21, at Atlanta, Georgia. The president, ex-Supt. James H. Smart, is making every effort to render the meeting a success. The following are themes that will be discussed by some of the foremost educational men of the country:

"A Proposed Revision of the Common School Curriculum," "The Teacher's Work in the Development of Mental Power," "The Effects of Student Life on the Eye-sight," "An Evening in Wonder-land," "Reflections on the Brussell's Congress of Education, of 1880," "Is the Same System of Common School Education Possible in all the States?" "What constitutes a Normal School?" "Education and Building of the State," "Best Normal Training for City Teachers," "Normal Principles of Education," "Moral and Literary Training in the Public Schools," "Some Essentials in the Development of a School System."

A SUMMER SCHOOL of science will be held during the month of July at the State University at Minneapolis, Minn. There will be courses in Botany, Chemistry, and Geology, with all possible advantages. The tuition is only $1.00 per week, and good board can be obtained at $4.00 to $6.00 per week. Address the president, W. W. Folwell.

A SUMMER SCHOOL of French language and literature will be held at Saint Claire, Michigan, from July 7th to August 8th, under the direction of Prof. Alfred Hennequin of the Michigan University. There will be four courses,

viz.: Elementary Conversation, College Preparatory, Advanced Conversation, and Normal Instruction. Tuition, six weeks, $15.00, four weeks $12.00, three weeks $10.00. Address

The Somerville School, St. Claire.

ISLAND PARK ASSEMBLY, The Western Chautaqua. This place is near Rome City, Indiana, on the line of the Grand Rapids & Indiana R. R., and the Assembly offers many attractions of various sorts, including *eight* different sections or departments of study as follows:

1. PASTORS' INSTITUTE.—Full courses of lectures on the Bible—Church History—Old Religions—Hebrew and Greek languages—Pastors' Study and Work. 2. FULL SUNDAY SCHOOL NORMAL COURSE, conducted by Rev. Jesse Lyman Hurlburt, of Plainfield, N. J. 3. SECULAR TEACHERS' CONGRESS.—Lectures and Conferences, by Prof. Wm. T. Harris, LL. D; Prof. W. H. Payne, A. M.; President W. F. Yocum, A. M.; Matilda H. Ross, and others. 4. SCHOOL OF ELOCUTION, conducted by Prof. R. L. Cumnock, A. M. 5. ART SCHOOL, conducted by Frank Beard. 6. MUSIC COLLEGE, conducted by Prof. C. C. Case. 7. MICROSCOPY CLASS, conducted by Hon. T. B. Redding. 8. SCIENTIFIC MUSEUM.—Dr. J. Tingley, Curator.

Full information can be obtained by addressing Rev. A. H. Gillett, Grand Rapids, Mich.

MATHEMATICAL NOTES.

A CORRECTION.—In the answer to No. VII. of this series, in the April JOURNAL, the denominator should have been $(1+r)^n-1$, as many have no doubt already discovered. An error in a sign makes all the difference in the world when you wish to be exact.

IX. A subscriber asks for an arithmetical solution of the following: "At the time of marriage, a wife's age was $\frac{3}{5}$ of the age of her husband; and ten years later her age was $\frac{7}{10}$ of her husband's age; how old was each at marriage?" No. III. of this series of *Notes* will be useful now. By reference to the February JOURNAL, it will be seen that whenever the answer, by a symbol or otherwise, enters necessarily into the computation, and the means of solution is an equation (openly or covertly used), the solution is algebraic. At marriage the ratio of their ages is 3:5, and ten years later it is 7:10. The equal increase of their ages produces the change in their ratio. A number of years : Another number of years : : 3:5; *i. e.*, 5 times the wife's age=3 times the husband's age. Again: The same number of years+10 years : the same other number of years+10 years : : 7:10; *i. e.*, 10 times (the wife's age+10 years)=7 times (the husband's age+10 years). But here are two equations, and the solution necessarily will be algebraic. Such problems as these are out of place in arithmetic, since a pure arithmetical solution must be made by combining the given data according to their relations and wholly independent of the answer, or any symbol whatever representing it.

X. "Dropping a stone into the shaft of a mine, I hear the report of its

contact with the bottom in 5 seconds. Allowing 16 feet as the space passed over by the stone during the first second, and the velocity of the returning sound at 1,120 feet per second, what is the *exact* depth of the shaft?"

The sender of this problem doubtless knows well enough that the answer is incommensurable with unity, and therefore cannot be obtained *exactly;* but as he probably desires to draw out the why and wherefore, we give the following:

Let $x =$ the time the stone was falling. Then $5-x=$the time of the sound returning, and from the law of falling bodies, and of velocity of sound, we have the equation, $16x^2=1{,}120\ (5-x)$. Any attempt at a solution of this will fall upon a second member that is not a perfect square, and the fact of incommensurability is established.

XI. "Having a piece of card-board, 8 inches by 10, and wishing to make a box of it by cutting a square piece out of each corner and folding up the sides, how large must the squares be to give the box the maximum contents?" This problem belongs properly under the head of *Maxima and Minima* in the Calculus, but may be discussed as follows, for the benefit of those who are not particularly adept in mathematics:

Everyone knows that the contents is the product of the three edges of the box. Now, the product of the two parts of any number is greatest when the parts are equal, which may easily be shown by trial, and a modification of this principle may be applied to the problem, and will determine all we care to know about the matter. If we have our box 1 *in.* in hight, it will contain $6\times8\times1=48$ *cu. in.*, and if we have it 2 *in.* in hight it will contain $4\times6\times2=48$ *cu. in.* Now, a little thought will show us that the maximum lies between these two hights, because it depends upon the relative as well as the absolute dimensions. In fact, ½ *in.* hight gives 31.5 *cu. in.* contents, and 2½ give 37.5. From these last numbers we see that the variation is not at the same rate on both sides of the maximum, and so we know that 1½ *in.* hight, which give 52.5 *cu. in.*, is not the true maximum hight, and the solution by the calculus shows that the number sought is incommensurable with unity, and so not *exactly* attainable.

We are aware that this is nothing but empiricism, but all we set out to do was to show what lies at the root of the problem, and to suggest a line of reasoning that gets at about all there is in such problems that is of any account to the mass of our readers. For purposes of the philosophy hid away in the problem, the answer, "nearly 1.5 *in.*" by the above process, is just as good as 1.48— *in.* by the calculus.

XII. The following, clipped from *The School Moderator*, seems to us quite defective:

Pliny Martindale, Sparta, Mich., wishes to know the value of $5+4\times3+2=$? Best authority says that a sign affects *only* the number which it precedes. We believe this correct. So in this equation 3 is to be increased by 2, 4 is to be multiplied by 3, and 5 is to be increased by 4, making the equation equal 19.

In the first place, there is no equation given at all. A question mark is not a symbol of quantity of any kind. Secondly, it is absurd to say that "the equation equals 19," even if the expression were an equation. An equation is itself an expression of equality, and not of quantity. An equation cannot equal anything. Moreover, 2 is not to be added to 3, but to 4 times 3 (or 4 multiplied by 3), and 5 is not to increased by 4, but by 4×3; *i. e.*, we are to add 5, 4×3, and 2. The simple law governing the reduction of all such and kindred expressions, is this: The signs of multiplication and division take precedence in time over those of addition and subtraction.

XIII. "A grocer's quart measure was too small by half a gill. How much did he dishonestly make in selling 4 bbls. of cider, averaging 34 gal., 2 qt., 1 pt. each, if cider was worth 24 cents per gal.?"

This is a very simple problem, and a good way to manage it is to determine what unit you will use in the comparison of the *real* sale by *false* measure, with a *supposed* sale by *true* measure.

The gallon is perhaps the most convenient unit. There are $138\frac{1}{2}$ gal. @ 24c.$\doteq$\$33.24, which is what his receipts would have been in a sale by true measure. Every *false* gallon fell short $\frac{1}{16}$ of the true gallon, and so $138\frac{1}{2}\times\frac{16}{15}=147\frac{1}{3}$, which is the number of false gallons for which he did receive 24c.$\times147\frac{1}{3}=$\$35.328, and this sum minus \$33.24 leaves \$2.088, his dishonest gain.

INTERROGATION POINTS.

(1) "What influence has the mountain system of America on the climate and vegetation?"

In the first place, we should say there are several "systems" of mountains in America instead of one, as the question seems to take for granted, even if we refer to North America, or rather the United States alone, which is doubtless what the questioner desires.

In general, we may say there are three systems,—"The Atlantic Coast," "The Pacific Coast," and "The Interior or Rocky," and each affects the adjacent regions to a greater or less degree.

The fact that the great ranges of mountains have a general trend north and south instead of east and west, is of the greatest moment in this connection. This general direction of the mountain ranges permits the warm winds from the south to penetrate far north, thus making the country habitable and hospitable. An east and west range of mountains along our northern border would render Manitoba utterly barren and desolate, while it would doubtless shut out the monstrous blizzards that have nearly overwhelmed the border States and Territories. The contour of the country that facilitates the progress of "Tropical waves" in summer, also encourages the counter "Polar waves" in winter.

The Atlantic Coast System prevents the inland progress of the ocean storms on the one hand, and breaks in sunder the great storms that drive up against it from the southwest.

The Pacific Coast System catches the warm wet winds from the ocean and, as it were, wrings out their moisture and then lets them slip away into the great "Interior basin" to the east to render that region arid and barren.

The two great elements that affect vegetation are heat and moisture, and wherein the mountains affect these they affect vegetation.

(3) "Analyze (not too minutely) the first two lines in the following stanza from *Gray's Elegy*, and *parse* the first word in the first line."

> "Far from the madding crowd's ignoble strife,
> Their sober wishes never learned to stray;
> Along the cool, sequestered vale of life
> They held the even tenor of their way."

It is a compound sentence, the first two lines constituting the first clause and the others the second. The first line is an adverbial phrase and tells where they (the common folk referred to) lived, and modifies some participle, as *being*, *living*, or *dwelling* understood, and that disposes of *far* as an adverb of distance, referring to the word understood. We suppose this is all that is wanted by the correspondent.

SOME EXCHANGES.

THE SCHOOL HERALD is the title of a semi-monthly paper issued by Wm. I. Chase, of Chicago, at 75 cents per year. In a letter to the State Superintendent, asking that a file be placed on exhibition in his office, the editor states its aims as follows: "It is entitled the *School Herald*, and is designed to introduce the study of current history into schools. It lays down no particular form for the pursuit of such study, but furnishes material which the teacher can use at his discretion, either by making the paper serve the purpose of a supplementary reader, or by simply giving exercises upon the topics mentioned in its pages."

THE ILLUSTRATED SCIENTIFIC NEWS is a very entertaining and instructive monthly paper issued by Munn & Co., 37 Park Row, New York, at $1.50 per year. The illustrations are in excellent taste and of the finest workmanship throughout. Since the same men have so long published *The Scientific American* no one need have any doubts as to the matter or manner of this new candidate for popular favor.

THE NORTH AMERICAN REVIEW for May contains a striking article by the Hon. David Dudley Field, on "Centralization in the Federal Government." That our policy is rapidly advancing in the direction of centralization is demonstrated by the author; but whether centralization is really a formidable evil or only a bugbear is a question which men will probably continue to decide according to their several political predilections. Whatever the reader's bias, Mr. Field's paper will command his respectful attention, and it will be read with interest and profit. The second article is upon the new revision of the Bible, by the Rev. Dr. Schaff, of the American committee of

Revision. Mr. Justice Strong writes of "The Needs of the Supreme Court," and advocates the establishment of a court of appeals, intermediate between the U. S. Supreme Court and the circuit courts. The Hon. George Q. Cannon, the first advisor of the President of the Mormon Church, and delegate to Congress, makes a vigorous defense of "Utah and its People." The question, "Shall Americans build Ships?" is considered by Mr. John Roach, the ship-builder, who brings forward a large number of facts to prove that the people of the United States must build ships if they would hold a place among maritime nations, The other articles are "The Life-Saving Service," by the Hon. S. S. Cox; "The Ruins of Central America," by M. Charnay; and finally, an attack on evolution philosophy, written in a vein of the finest irony, and entitled, "What Morality Have We Left?"

THE VOICE, the official organ of the Music Teachers' National Association, edited by Edgar S. Werner, Albany, N. Y., is a monthly devoted to voice culture — musical and elocutionary — with special attention to stuttering, stammering, and other defects of speech. Its contributors include leading specialists of the voice in America and in Europe. $1.00 per year; single copy, 10 cents.

NOTES.

ON the 19th of last month, Prof. C. F. Viebahn resigned the superintendency of schools in Manitowoc county, and entered upon his duties as principal and superintendent of the public schools in the city of Watertown. In this last position, as in others which he has held in this State, he will perform most effective work for the cause of public education. We congratulate the people of Watertown in securing a teacher of such experience and ability.

THE State Superintendent has appointed Mr. John Nagle, of the city of Manitowoc, as the successor of Prof. Viebahn, in the superintendency of the county. He will hold the position until immediately after the election in November next. Mr. Nagle's appointment was urged by the leading men of both political parties in the county, and by prominent educational men in different portions of the State, especially in the northeastern. From the very first the work of the superintendents in this county has produced a strong and healthful impression upon the public schools therein, as they have earnestly and intelligently discharged their duties. Mr. Nagle has been a very successful teacher, has high ideals of school management, and enjoys in great degree the confidence of our most influential teachers and the superintendents of other counties.

A LATE visit to the Industrial School for Girls, in Milwaukee, gave us an opportunity to observe the management of the institution. We found a most efficient superintendent in the person of Mrs. Mary E. Rockwell, and faithful

and intelligent teachers and matrons. There are at present 116 inmates in the school, of the ages from three months to twenty years. We witnessed the exercises in writing, singing, numbers, and composition; and concluded that the instruction was careful and thorough. The buildings need finishing on the inside, and many of the rooms supplied with better furniture. The system of heating and ventilating is defective. The State last winter very properly appropriated $5,000, to complete some outside buildings, and to fence and ornament the grounds. This school is managed by an association of prominent ladies of Milwaukee, who devote a great deal of attention even to its minutest affairs. They are giving expression to a noble purpose.

SUPT. CLAPP, of St. Croix county, writes, "Our institution at New Richmond numbered 111. Prof. Thayer was called home at the end of the first week. Supt. McCleary supplied, and gave earnest, efficient work. I am sure that the teachers received an inspiration to higher purposes and broader plans."

THE *Free Press*, of Eau Claire, contains this item:

The night school for immigrants and laborers, undertaken by Rev. H. Hakonson, has met with much encouragement among both Americans and and Scandinavians. The subscription, which still goes on, is now about $700, and we hope the school-house will be built and school commenced in the latter part of May or the first part of June.

This enterprise is just a step in the right direction, and the school will, if well managed, accomplish much good in promoting education and good moral influence, among our foreign born and laboring citizens.

SUPT. MCLOUGLIN, of Fond du Lac County, writes: "The teachers' institute this spring was one of the most profitable ever held in this county. The conductor, Prof. Robert Graham, is the teachers' friend; and did all that man could do to make the teacher better understand his business, more enthusiastic in his work, and more intelligent in the true methods of teaching. Your own address will be long remembered for its many valuable hints and suggestions. Pres. G. S. Albee, of the Oshkosh Normal School, spent one day at the institute. He lectured twice — in the forenoon on 'Reading,' and in the afternoon on the 'Recitation.' Miss Anna W. Moody, of the same school, made us a short visit. She lectured to the young ladies on their duties to their vocation. The institute closed on Thursday evening with a literary entertainment. Prof. C. A. Hutchins, of the High School at Fond du Lac, delivered a short address on 'Reading,' which was spirited and interesting. The remainder of the programme consisted of selections, recitation, essay, music, and closing remarks by Prof. Graham."

ON the Board of Control of the charitable schools, the penal institutions, and the insane asylums, Gen. James Bintliff, of Darlington, has been appointed. This is a most judicious selection. The work of supervising such institutions will be particularly acceptable to him, as for it he has had, in some points, considerable preparation, besides a natural inclination. He writes, "If by earnest, constant, and conscientious endeavor the full expecta-

tions of the people of the State can be met, and the action of the Governor justified, I shall not fail."

SUPT. EEN, of Portage County, writes: "Our institute was not so well attended this spring as last, but this was owing mainly to the extremely bad condition of the roads, preventing many teachers from coming. All teachers present, however, took great interest in the work."

THE Darlington *Republican* says:

The annual report of the State Superintendent of Public Instruction for 1880 is an exceptionally valuable one. The statistical summaries and tables which the report contains are exhaustive. They will stand through all the coming educational history of the State as the measure, the indicator, of our progress; and from them suggestions will be gathered for future advancement. The analysis of the present condition and needs of our school system presented by the superintendent, is encouraging and full of promise.

IT has been decided to hold the next annual meeting of the State Teachers' Association, at Appleton, in July. The session of the Institute Conductors will begin Tuesday morning, July 5th, and continue two days. The association convenes Wednesday evening, July 6th, and will not close its exercises until Friday afternoon. The semi-annual meeting of the County and City Superintendents will be called for Thursday afternoon, July 7th. The programmes of all these sessions will soon be completed. We learn that the people of Appleton will make every effort on their part to contribute to the success of these gatherings.

SUPT. RATHBUN, of Buffalo County, writes under date of April 18th, as follows:

"I have just finished my spring term of examinations. Of a total attendance of 76, 43 are persons not teaching, but pupils of the common schools during the winter. I had previously given notice that those who desired could write for the Common School Diploma. I hardly thought it necessary to prepare a separate set of questions for these pupils, but fixed the standard for passing lower for them than for the teachers. For the latter, as heretofore, it was 65 per cent.; for the pupils, 50 per cent. This, I thought, was low enough, and I am afraid now that it was too low. Twenty-eight succeeded in passing this standard.

Of the certificates issued, 12 are of the second grade, 29 of the third grade, and 7 of the limited third. With two exceptions the latter go to young persons who have not taught. I am of the impression that granting them certificates for the summer will encourage them. If it does not produce the opposite effect and lead them to think that the certificates mean that they now possess a concentration of all text-book knowledge there is no harm done.'

PROF. PARKER, of the River Falls Normal School, writes: "Your annual report is the fullest of any issued by our State Superintendents, which I remember to have seen. Your resume under "Observations on the Present Condition of the Public Schools," is excellent in exhibiting the salient points of the entire school system of the State."

PROF. MCGREGOR, of the Platteville Normal School, writes: "Our spring term opened April 12th, with a very fair attendance in the Training Department, but smaller than usual in the Normal. Of those in attendance last term, about 70 take charge of summer schools. This is an unusually large number, and leaves the Normal Department proportionally small."

AT the request of Supt. Spence, of Juneau County, the State Superintendent furnished a list of 150 words from which 100 were selected for a contest in spelling by the pupils of the schools of his county, at a gathering held at Mauston this spring. As four of over 60 pupils missed each one word, a second trial was held for these four at New Lisbon, last month. Fifty additional words, somewhat more difficult, were furnished at this time by the State Superintendent. The first prize, Webster's Unabridged Dictionary, was offered to the one missing the fewest words. This was secured by Miss Lena Wright, of the New Lisbon High School, a girl only fourteen years of age. In the first trial she missed really no word, but omitted one, "prairie," as she did not understand it when pronounced. In the second trial, she missed only one word. She richly deserves the prize.

SUPT. DORE, of Clark County, held a private institute last month. In regard to it he says: "We had a good institute at Greenwood, and did considerable to arouse the people to the absolute necessity of a new school-house. I feel confident that a good building will be erected at once. We are pretty certain to get five or six good, new school-houses this summer."

THE Milwaukee School Board, at their meeting in April, unanimously adopted the report of a committee which accredits twenty teachers with a year's additional experience on account of the approved teaching which they did before their respective appointments in Milwaukee, and ordered the extra salary that would be thus due them entered on the next pay-roll. Certainly, that was a very just and gracious manner of dealing with their teachers. We notice that one-fourth of the whole number are graduates of the Whitewater Normal School.

THE *Oshkosh Northwestern* says the following about the former professor of Natural Science in the Oshkosh Normal School. Who said he was coming back to his old place again?

"Prof. Kellerman, who is still studying in Zurich, Switzerland, has been elected to the chair of Botany in the Agricultural and Mechanical College of Kentucky, at Lexington.

AMONG the resolutions passed at the close of the Institute held by Prof. Salisbury, at Evansville, a short time since, we find one which handsomely compliments the conductor, Supt. West, and Mr. Axtel for their labors in behalf of the assembled teachers, and especially thanks Rev. H. Faville for his "able and interesting lecture."

HERE is what the Baraboo *Republic* says:

"The Institute held at Spring Green last week by Supt. Lunn, without the usual assistance of a Normal School professor, is said by teachers to have been the most interesting and satisfactory ever held in the county."

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THE CALENDAR.

BY PROF. W. L. RANKIN.

(The following notes were prepared for class use.)

The original Roman year, called the "year of Romulus," seems to have consisted of ten months, named as follows: Martius, Aprilis, Maius, Junius, Quinctilis, Sextilis, September, October, November, December. The last six received their names from their numerical order; the first four as follows: Martius from Mars, the God of war, Junius from Juno, the wife of Jupiter, Aprilis from the verb *aperio*, to open, as being the season of budding vegitation, and Maius from a root *mag*, or *mah*, to grow, the season when nature breaks forth into new life and beauty. Of these months, Martius, Maius, Quinctilis, and October contained 31 days each, the remaining ones 30 each. The names of the longer months, which at a later period were distinguished, as we shall see, by having their Nones and Ides on a different day, can be recalled by observing the symmetrical arrangement. The lengths of the ten months taken in order are 31, 30, 31, 30, 31, 30, 30, 31, 30, 30. The entire length of this year, 304 days, which falls so far short of the Solar year, yet possesses this singular property that five Solar years almost exactly coincide with six of the Romulian years, so that the discrepancy would correct itself in regular periods of five years.

At a later date, two new months were added to the year, and named respectively Januarius, from the God Janus, and Februarius, from *februo*, to purify, being the month in which special sacrifices were performed, a feast was held in honor of the deceased, and the people were purified. Martius still remained the first month until about 450 B. C. The superstitious belief of "luck in odd numbers" induced them to take away one day from each month of 30 days,

and to give 29 days to Januarius; Februarius had 28 days, which gave an odd number, 355, to the year. The last five days of Februarius, however, were considered supernumerary, and the feast of Terminalia, in honor of the closing of the year, was held on the 23d of Februarius. This fact is to be borne in mind, as explaining the place of interposing the extra day in the bissextile year, by the Julian Calendar. This number of 355 days seems to have been an attempt to put the year upon a lunar basis; twelve lunations being equal to 354 days and 9 hours nearly. The divergence from the Solar year was remedied by a series of intercalations, which was irregular, was sometimes neglected, and led ultimately to great confusion. At the time of Julius Cæsar, the disturbance had become very great. . The college of pontifices with whom was left the regulation of the calendar, the adjustment of intercalations, and consequently the determination of the days of public festivals, of assemblies of the people, etc., had abused their power for political effect. Cicero, during the year of his involuntary proconsulate in Cilicia, writes letters begging that the year of his government may not be increased by any intercalation.

Under these circumstances, the matter was taken in hand by Julius Cæsar, in the year 46 B. C.; and with the aid of the best astronomers of his day, he instituted the famous Julian Calendar, which with one subsequent modification has prevailed up to the present time. The chief points in this reform were as follows: (1) The rectification of the existing error, so as to make the 1st of January of 45 B. C. correct according to solar reckoning, restoring the vernal equinox to the 25th of March, the place it occupied in the time of Numa. This required the addition of 67 days, besides an intercalary month of 23 days, which had already been interposed, giving the year 46 B. C. the extraordinary length of 445 days; hence called by some "the year of confusion," by others more justly "the last year of confusion." (2) The addition of two days each to Sextilis, December, and Januarius, and one day each to Aprilis, Junius, September, and November, ten in all, giving to each month and to the year the number of days which they now have. (3) Bringing the average length of the year to 365¼ days by adding one day every fourth year. The addition was made to February by doubling the day after the feast of the Terminalia, so that every fourth year there were two 24ths of February, designated the *pos-*

terior and the *prior*. As this day, according to their method of reckoning, was the *Sextus dies* (sixth day) before the Kalends of March, the year was called bissextilis, our leap year. The name of the month Quinctilis was changed to Julius, in honor of Cæsar, and the name of his successor, Augustus, was afterwards given to Sextilis.

The Roman method of reckoning the days of the month was an awkward one. They counted backward from three fixed days, the first, fifth, and thirteenth, to which they gave the names of Kalendæ, Nonæ, and Idus respectively. Idus is derived from an obsolete verb, to divide; as it divided the month nearly equally; Nonæ from *nonus*, being the ninth day before the Idus; and Kalendæ from the verb to call, as on the first day of the month, the priest anciently assembled the people together, and called out the days of the new month, naming the *dies fasti* and *nefasti*, or days on which public assemblies were lawful or unlawful. In the four months which were originally the longest, March, May, July, and October, the Nones came on the 7th, and the Ides on the 15th. In reckoning backwards from these fixed days, the day from which and the day to which we reckon are both counted.

It only remains to explain briefly the points of difference between the Julian and the Gregorian Calendar. The true length of the Solar year falls more than eleven minutes short of 365¼ days. Julius Cæsar and his astronomers understood this discrepancy, but made no provision for it. Hence his year was continually running beyond its proper length, and this excess had in the sixteenth century amounted to about 13 days. The larger part of this error was remedied by a decree of Pope Gregory in the year 1582, that ten days should be struck from the month of October, and the day after the fourth of October should be called the fifteenth. This put the vernal equinox on the 21st of March. This reform was speedily adopted by the Catholic countries of Europe, but it took one hundred and seventy years to induce Protestant England and Sweden to adopt the Catholic innovation, which they did by dropping eleven days from their Calendar. Russia still clings to the Julian Calendar, and the discrepancy now amounts to 12 days. The date of the assassination of the late Czar is March 1st, old style, March 13th, new style.

To avoid a similar accumulation in the future, it was agreed that

the extra day of leap year should be omitted three times in every 400 years. This brings the Calendar year to within 24 seconds of the Solar year, a difference which will amount to one day in 3600 years, and it has been consequently proposed that multiples of 3600 years should not be leap years. *Lake Forest, Ill.*

SCHOOL REPORT OF DISTRICT No. 1, IN TOWN OF AUBURNDALE, WOOD COUNTY, WIS.

To T. E. Nash, Co. Sup't. of Schools:

DEAR SIR.— The report of attendance, tardiness, etc., for the first and second terms of the year 1880–81 in this school, is as follows:

FIRST TERM.

	1st reader and A B C pupils.	2nd and 3d reader pupils.	4th and 5th reader pupils.	Whole school.	Days absence.
First Month.					
No. of days attendance	309½	409	261	979½	500½
Minutes lost by tardiness	255	285	95	10h 35m	.....
Average attendance	16	20	13	49	.....
Enrollment	29	28	17	74	.....
Second Month.					
No. of days attendance	279½	412½	281	973	281
Minutes lost by tardiness	80	190	40	5h 10m	.....
Average attendance	14	22	15	51	.....
Enrollment	21	28	17	66	.....
Third Month.					
No. of days attendance	192	324½	258½	775	287
Minutes lost by tardiness	60	135	120	5h 15m	.....
Average attendance	10	18	14	42	.....
Enrollment	16	25	18	59	.....
Total.					
No. of days attendance	781	1,146	800½	2,727½	1,068
Minutes lost by tardiness	395	610	255	21h	.....
Average attendance	13	20	14	47	.....
Enrollment	33	34	20	87	.....

Whole number of days taught, 57; attendance, 2,727½; absence, 1,068½; total, 3,796.

SECOND TERM.

	1st reader and A B C pupils.	2d and 3d reader pupils.	4th and 5th reader pupils.	Whole school.	Days absence.
First Month.					
No. of days attendance	156½	335	272½	764	316
Minutes lost by tardiness	85	240	150	475	.....
Average attendance	8	16	14	38	.....
Enrollment	13	25	16	54	.....
Second Month.					
No. of days attendance	102½	213	182½	498	322
Minutes lost by tardiness	40	140	50	230	.....
Average attendance	5	11	9	25	.....
Enrollment	9	17	15	41	.....
Third Month.					
No. of days attendance	114	225½	136	475½	244½
Minutes lost by tardiness	5	95	10	110	.....
Average attendance	6	13	8	27	.....
Enrollment	10	18	12	40	.....
Total.					
No. of days attendance	273	773½	591	173½	882½
Minutes lost by tardiness	130	475	210	815	.....
Average attendance	6	14	10	30	.....
Enrollment	14	26	16	56	.....

Number of days taught, 58; attendance, 1,737½; absence, 882½; total, 2,620.

In justice to myself, I will add the following, which in a great measure explains the great falling off in attendance:

Pupils moved from town permanently, or for the winter season	14
Pupils suspended for misconduct	4
Pupils from without the district in attendance during the first month only	5
Total	23

These data, together with the fact that 37 per cent. of the 87 pupils enrolled are in the primer and 1st reader, and were much of the time unable to attend on account of the extraordinary cold winter, and that sickness has been much more prevalent than usual

are sufficient reasons in the mind of any fair thinking man for the most, at least, of the non-attendance during the second term.

WORK AND SCHOLARSHIP.

The work done during the time has been quite satisfactory and much greater than I have ever been able to accomplish before.

The classes have been pushed as fast as possible, and those scholars who have been so constantly absent will find themselves at the end of the year, outstripped by those in regular attendance. The scholarship of the pupils has been marked from the daily recitations and from examinations. The pupils of the 3d, or higher "form," averaged a scholarship of nearly 8 on a scale of 10; but the records, I notice, show a wide difference between those who attended regularly and those who did not. This rate, I think, might be taken as a fair index to the other classes, although I have not averaged them.

ORGANIZATION.

In the matter of organization, the school at Auburndale has been much improved. Heretofore the only organization the school could be said to have had, was the classification given by the different teachers, and varying as much in character as there were differences in the characters of the teachers. This has been replaced by the grading system for the elementary schools of Wisconsin. My predecessor, Mr. Witter, owing to an excellent classification, left the school in an admirable condition for this change, and the school board, by adopting the system with rules for the government of the school, have taken a step by which it may be perpetuated so long as the school may remain elementary. In the system as introduced here, the three "forms" have been retained just as prescribed in the circular lately issued by State Superintendent W. C. Whitford, but each "form" has been divided into "parts" or "year's works," and simplified as much as possible.

There are supposed to be about seven years work in the school, under this organization, for an ordinary pupil who attends regularly during the year. All of the usual obstacles have been met with in making this change; but the principal ones were the irregular attendance, the unbalanced education of older pupils, and the indifference of some parents to the highest good of their children and of the school.

To overcome the second needs only time when the younger pupils will take the place of the older ones; and the only remedy for the first and last is a general revolution of public sentiment.

The prime object in this effort has been to make a beginning, or in other words, to lay a foundation for a superstructure which can be wrought only by continued effort through following years. The work may need remodeling or amending, which may be done as necessity may call for it. The greater fear at present, however, is the lack of attention and interest that will be given the matter by succeeding teachers. On this point the principal responsibility rests with the board; for if they are thoroughly interested in the matter, they will employ teachers who will give it their attention and preserve the organization. I am often asked my reasons for making this change and doing all I can to make it permanent. People generally are ignorant that a reform is now being attempted in this direction, to say nothing of the argument pro and con in the matter.

To make this system of grading a prominent and lasting institution in this or any other community, must require a thorough discussion of the question among the people; for when they are once interested, and they are sure to be when they understand it, they will see that it is not neglected.

All of which is respectfully submitted.

CORYDON T. PURDY, *Teacher.*

SUPPLEMENTARY BLACKBOARD READING LESSONS.

NO. III.

In the following lesson, the children will be interested because it refers to personal matters,— to persons and matters with which all are familiar.

The class consists of Alice, Charlie, John, Mary, Phil, and Sara.

Their eyes will brighten with intelligence as they see something like the following lines grow under the teacher's crayon.

Mary has on a pink dress.
Phil has his eyes very wide open.
Sara can stand still.
Alice can bow her head.

John has a ball in his desk.

Charlie can write his name well.

All will look at Mary's pink dress, some may have thought it red.

The second line will create a little amusement, if there be truth in the statement.

Sara will *try* to stand still, but she is the restless one of the class.

Charlie will read the last line with spirit.

The teacher may allow any pupil to read each line as soon as it is written, and afterward may allow each pupil to read the line in which his own name appears.

As a final test as to whether the words are perfectly familiar, the teacher may state to the class, that she will write a line upon the board for each pupil.

This line will tell him to do something that must be done very quietly, and without speaking a word.

And now the teacher writes, noticing the effect of each line.

Alice may bow her head.

John may get his ball.

Phil may close his eyes.

Sara may stand very still.

Charlie may write his name on the board.

Mary may look at her dress.

You may all take your seats.

Those who can read this last line readily will take their seats first, the others will quietly follow.

Require the children to reproduce on slates, from memory, the lines that contained their own names.

Oshkosh, Wis. MRS. E. B. BRIGGS.

DO NOT overburden your memory and make a faithful servant a slave. Memory is like a purse—if it is overfull, it cannot shut, and all will drop out of it. Marshal your ideas with method and precision. One can carry twice more weight in compact bundles than when it lies flapping about his shoulders.—*Thomas Fuller.*

MRS. CHEMISTRY'S PARTY.

'Twas a clear and cold night in the month of December,
When in full evening costume, the substances all
In their fashionable turnouts and coaches of splendor,
Repaired, in great state, to the Chemistry ball.

The parlors were brilliant, the halls were well lighted,
The warm air was heavy with fragrance of flowers,
A band of sweet music discoursed to the dancers,
And fleetly as birds sped the joy-laden hours.

Miss Carbon was there, with *diamonds* gleaming
Amid the dark coils of her *charcoal* black hair;
Her eyes were like stars, but her heart was like *graphite*,
Her soul black as *soot*, and her head light as air.

The Nitrogen sisters in simple attire,
Unthought of, unnoticed, walked on through the maze.
They were quite "lesser lights" when compared to Miss Carbon,
Because they were never supporters of "blaze."

The Oxygen girls were the life of the party,
So brilliant and witty in all that they said;
But Miss Silver declared (though I guess 'twas pure malice),
That neither possessed an idea in her head.

The Knight (rate) of Potash, the catch of the season,
Miss Sulphur, the heiress, led forth to the dance;
Miss Carbon, the brilliant, and two of her sisters
Were in the same set by an unlucky chance.

The music struck up,—"Address to partners!"
"First right and left!" "Promenade!" "Balance all four!"
"Grand right and left!" "Balance!" "Join hands, circle, forward!"
Then — a sudden explosion — *the dance was no more.*

My ditty is ended. The tragical tale
Of the Chemistry party is finished at last.
A few mould'ring ashes are all that remain
Of that brilliant affair of the dim distant past.

Beloit. C. H.

GENIUS at first is little more than a great capacity for receiving discipline.—*Daniel Deronda.*

SELECTED.

STORY OF A SALMON.

BY PROFESSOR DAVID S. JORDAN.

In the realm of the Northwest Wind, on the boundary line between the dark fir forests and the sunny plains, there stands a mountain, a great white cône two miles and a half in perpendicular height. On its lower mile, the dense fir woods cover it with never changing green; on its next half-mile, a lighter green of grass and bushes gives place in winter to white; and, on its uppermost mile, the snows of the great Ice age still linger in unspotted purity. The people of Washington Territory say that this mountain is the great "King-pin of the Universe," which shows that, even in its own country, Mount Rainier is not without honor.

Flowing down from the southwest slope of Mount Rainier is a cold, clear river fed by the melting snows of the mountain. Madly it hastens downs over white cascades and beds of shining sands, through birch woods and belts of dark firs to mingle its waters at last with those of the great Columbia.

This river is the Cowlitz, and on its bottom, not many years ago, there lay half buried in the sand a number of little orange-colored globules, each about as large as a pea. These were not much in themselves, but, like the philosopher's monads, each one had in it the promise and potency of an active life. In the waters above them, little suckers and chubs and prickly sculpings were straining their mouths to draw these globules from the sand, and vicious looking crawfishes picked them up with their blundering hands and examined them with their telescopic eyes. But one, at least, of the globules escaped their curiosity, else this story would not be worth telling.

The sun shone down on it through the clear water, and the ripples of the Cowlitz said over it their incantations, and it at last awoke a living being. It was a fish, a curious little fellow, only half an inch long, with great staring eyes which made almost half

his length, and a body so transparent that he could not cast a shadow. He was a little salmon, a very little salmon, but the water was good, and there were flies, and worms, and little living creatures in abundance for him to eat, and he soon became a large salmon. And there were many more little salmon with him, some larger and some smaller, and they all had a merry time. Those who had been born soonest and had grown largest used to chase the others around and bite off their tails, or, still better, take them by the heads and swallow them whole, for, said they, "Even young salmon are good eating." "Heads I win, tails you lose" was their motto. Thus, what was once two small salmon became united into one larger one, and the process of "addition, division, and silence" still went on.

By-and-by, when all the salmon were too small to swallow the others, and too large to be swallowed, they began to grow restless and to sigh for a change. They saw that the water rushing by seemed to be in a hurry to get somewhere, and one of them suggested that its hurry was caused by something good to eat at the other end of its course. Then they all started down the stream, salmon-fashion, which fashion is to get into the current head upstream and so to drift backward as the river sweeps along.

Down the Cowlitz river they went for a day and a night, finding much to interest them which we need not know. At last, they began to grow hungry, and, coming near the shore, they saw an angle worm of rare size and beauty floating in an eddy of the stream. Quick as thought one of the boys opened his mouth, which was well filled with teeth of different sizes, and put it around that angle worm. Quicker still he felt a sharp pain in his gills, followed by a smothering sensation, and in an instant his comrades saw him rise straight into the air. This was nothing new to them, or they often leaped out of the water in their games of hide-and-seek, but only to come down again with a loud splash not far from where they went out. But this one never came back, and the others went on their course wondering.

At last they came to where the Cowlitz and Columbia join, and they were almost lost for a time, for they could find no shores, and the bottom and the top of the water were so far apart. Here they saw other and far larger salmon in the deepest part of the current,

turning neither to the right nor left, but swimming straight on up just as rapidly as they could. And these great salmon would not stop for them, and would not lie and float with the current. They had no time to talk, even in the simple sign-language by which fishes express their ideas, and no time to eat. They had an important work before them, and the time was short. So they went on up the river, keeping their great purposes to themselves, and our little salmon and his friends from the Cowlitz drifted down the stream.

By-and-by the water began to change. It grew denser, and no longer flowed rapidly along, and twice a day it used to turn about and flow the other way. And the shores disappeared, and the water began to have a different and peculiar flavor—a flavor which seemed to the salmon much richer and more inspiring than the glacier-water of their native Cowlitz. And there were many curious things to see; crabs with hard shells and savage faces, but so good when crushed and swallowed! Then there were luscious squid swimming about, and, to a salmon, squid are like ripe peaches and cream for dinner. There were great companies of delicate sardines and herring, green and silvery, and it was such fun to chase them and to capture them.

Those who eat only sardines packed in oil by greasy fingers, and herrings dried in the smoke, can have little idea how satisfying it is to have one's stomach full of them, plump and sleek, and silvery, fresh from the sea.

Thus they chased the herring about and had a merry time. Then they were chased about in turn by great sea-lions, swimming monsters with huge half-human faces, long thin whiskers, and blundering ways. The sea-lions liked to bite out the throats of the salmon, with their precious stomachs full of luscious sardines, and then to leave the rest of the fish to shift for itself.

And the seals and the herring scattered the salmon about, and at last the hero of our story found himself quite alone, with none of his own kind near him. But that did not trouble him much, and he went on his way, getting his dinner when he was hungry, which was all the time, and then eating a little between meals for his stomach's sake.

So it went on for three long years; and at the end of this time

our little fish had grown to be a great fine salmon, of forty pounds' weight, shining and silvery as a new tin pan, and with rows of the loveilest round black spots on his head, and back, and tail. One day, as he was swimming about, idly chasing a big sculpin, with a head so thorny that he never was swallowed by anybody, all of a sudden the salmon noticed a change in the water around him.

Spring had come again, and the south-lying snow drifts on the Cascade Mountains once more felt that the "earth was wheeling sunward," and the cold snow-waters ran down from the mountains and into the Columbia river, and made a freshet on the river, and the high water went far out into the sea, and out in the sea our salmon felt it on his gills; and he remembered how the cold water used to feel in the Cowlitz when he was a little fish, and in a blundering, fishy fashion he thought about it, and wondered whether the little eddy looked as it used to, and whether caddice-worms and young mosquitoes were really as sweet and tender as he used to think they were; and he thought some other things, but, as a salmon's mind is located in the optic lobes of his brain, and ours in a different place, we cannot be certain, after all, what his thoughts really were. What he did we know. He did what every grown salmon in the ocean does when he feels the glacier-water once more upon his gills. He became a changed being. He spurned the blandishments of soft shelled crabs. The pleasures of the table and of the chase, heretofore his only delights, lost their charms for him. He turned his course straight toward the direction whence the cold fresh water came, and for the rest of his life he never tasted a mouthful of food. He moved on toward the river mouth, at first playfully, as though he were not really certain whether he meant anything after all. Afterward, when he struck the full current of the Columbia, he plunged straight forward with an unflinching determination that had in it something of the heroic. When he had passed the rough water at the bar, he found that he was not alone; his old neighbors of the Cowlitz and many more, a great army of salmon, were with him. In front were thousands; pressing on, and behind them, were thousands more, all moved by a common impulse, which urged them up the Columbia.

They were swimming bravely along where the current was deepest, when suddenly the foremost felt something tickling like a cob-

web about their noses and under their chins. They changed their course a little to brush it off, and it touched their fins as well. Then they tried to slip down with the current, and thus to leave it behind. But no — the thing, whatever it was, although its touch was soft, refused to let go, and held them like a fetter; and, the more they struggled the tighter became its grasp. And the whole foremost rank of the salmon felt it together, for it was a great gill-net, a quarter of a mile long, and stretched squarely across the mouth of the river. By-and-by men came in boats and hauled up the gill-net and threw the helpless salmon into a pile on the botom of the boat, and the others saw them no more. We that live outside the water know better what befalls them, and we can tell the story which the salmon could not.

All along the banks of the Columbia river, from its mouth to nearly thirty miles away, there is a succession of large buildings, looking like great barns or warehouses, built on piles in the river, and high enough to be out of the reach of floods. There are thirty of these buildings, and they are called canneries. Each cannery has about forty boats, and with each boat are two men and a long gill-net, and these nets fill the whole river as with a nest of cobwebs from April to July; and to each cannery nearly a thousand great salmon are brought in every day. These salmon are thrown in a pile on the floor; and Wing Hop, the big Chinaman, takes them one after another on the table, and with a great knife dexterously cuts off the head, the tail, and the fins; then with a sudden thrust removes the intestines and the eggs. The body goes into a tank of water, and the head goes down the river to be made into salmon oil. Next, the body is brought on another table, and Quong Sang, with a machine like a feed cutter, cuts it into pieces just as long as a one pound can. Then Ah Sam, with a butcher knife, cuts these pieces into strips just as wide as the can. Then Wan Lee, the China boy, brings down from the loft, where the tinners are making them, a hundred cans, and into each can puts a spoonful of salt. It takes just six salmon to fill a hundred cans. Then twenty Chinamen put the pieces of meat into the cans, fitting in little strips to make them exactly full. Then ten more solder up the cans, and ten more put the cans in boiling water till the meat is thoroughly cooked, and five more punch a little hole in the

head of each can to let out the air. Then they solder them up again, and little girls paste on them bright colored labels showing merry little Cupids riding the happy salmon up to the cannery door, with Mount Rainier and Cape Disappointment in the background; and a legend underneath says that this is "Booth's" or "Badollet's Best," or "Hume's" or "Clark's" or "Kinney's Superfine Salt-water Salmon." Then the cans are placed in cases, forty-eight in a case, and five hundred thousand cases are put up every year. Great ships come to Astoria and are loaded with them, and they carry them away to London, and San Francisco, and Liverpool, and New York, and Sydney, and Valparaiso, and Skowhegan, Maine; and the man at the corner grocery sells them for twenty cents a can.

All this time our salmon is going up the river, escaping one net as by a miracle, and soon having need of more miracles to escape the rest; passing by Astoria on a fortunate day, which was Sunday, the day on which no man may fish if he expects to sell what he catches, till finally he came to where nets were few, and, at last, to where they ceased altogether. But here he found that scarcely any of his many companions were with him, for the nets cease when there are no more salmon to be caught in them. So he went on day and night where the water was deepest, stopping not to feed or loiter on the way, till at last he came to a wild gorge, where the great river became an angry torrent, rushing wildly over a huge staircase of rocks. But our hero did not falter, and, summoning all his forces, he plunged into the cascades. The current caught him and dashed him against the rocks. A whole row of silvery scales came off and glistened in the water like sparks of fire, and a place on his back became black and red, which, for a salmon, is the same as being black and blue for other people. His comrades tried to go up with him; and one lost his eye, one his tail, and one had his lower jaw pushed back into his head like the joints of telescope. Again he tried to surmount the Cascades, and at last he succeeded, and an Indian on the rocks above was waiting to receive him. But the Indian with his spear was less skillful than he was wont to be, and our hero escaped, losing only a part of one of his fins, and with him came one other, and henceforth these two pursued their journey together.

Now a gradual change took place in the looks of our salmon. In the sea he was plump and round and silvery, with delicate teeth, and as handsome and symmetrical a mouth as any one need wish to kiss. Now his silvery color disappeared, his skin grew slimy, and the scales sank into it; his back grew black and his sides turned red—not a healthy red, but a sort of hectic flush. He grew poor, and his back, formerly as straight as need be, now developed an unpleasant hump at the shoulders. His eyes—like those of all enthusiasts who forsake eating and sleeping for some loftier aim—became dark and sunken. His symmetrical jaws grew longer and longer, and, meeting each other, as the nose of an old man meets his chin, each had to turn aside to let the other pass. And his beautiful teeth grew longer and longer, and projected from his mouth, giving him a savage and wolfish appearance, quite unlike his real disposition. For all the desires and ambitions of his nature had become centered into one. We do not know what this one was, but we know that it was a strong one, for it had led him on and on, past the nets and horrors of Astoria, past the dangerous Cascades, past the spears of the Indians, through the terrible flume of the Dalles, where the mighty river is compressed between huge rocks into a channel narrower than a village street; on past the meadows of Umatilla and the wheat-fields of Walla Walla; on to where the great Snake river and the Columbia join; on up the Snake river and its eastern branch, till at last he reached the foot of the Bitter-Root Mountains in the territory of Idaho, nearly a thousand miles from the ocean, which he had left in April. With him still was the other salmon which had come with him through the Cascades, handsomer and smaller than he, and, like him, growing poor and ragged and tired. At last, one October afternoon, they came together to a little clear brook, with a bottom of fine gravel, over which the water was but a few inches deep. Our fish painfully worked his way to it, for his tail was all frayed out, his muscles were sore, and his skin covered with unsightly blotches. But his sunken eyes saw a ripple in the stream, and under it a bed of little pebbles and sand. So there in the sand he scooped out with his tail a smooth round place, and his companion came and filled it with orange-colored eggs. Then our salmon came back again, and, softly covering the eggs, the work of their lives was

done, and, in the old salmon-fashion, they drifted tail foremost down the stream.

Next morning, a settler in the Bitter-Root region, passing by the brook near his house, noticed that a "dog salmon" had run in there and seemed "mighty near tuckered out." So he took a hoe, and, wading into the brook, rapped the fish on the head with it, and carrying it ashore threw it to the hogs. But the hogs had a surfeit of salmon-meat, and they ate only the soft parts, leaving the head untouched. And a wandering naturalist found it there, and sent it to the United States Fish Commission to be identified, and thus it came to me.— *The Popular Science Monthly.*

DISCIPLINE AT THE UNIVERSITY.

The second subject which I wish to consider, is one brought forward in the kindly report of our Board of Visitors. It is that of discipline. We shall all heartily agree to the assertion that what can be done successfully, in behalf of a wholesome moral life among the students of the University, should be freely done by its officers. The discipline of the University, as now administered, touches four points: (1) It requires of each member of the University such a discharge of his duties as a student, as to justify his presence in his classes. This requisition is fundamental in all good discipline. It does not aim directly at moral conduct, but indirectly. It is most intimately associated with it. Much the larger share of the discipline of the University takes place at this point. We trust that the principle involved will be wisely, but very faithfully, applied in the future. Indolence is profoundly immoral, and is very likely to become openly so. Faithfulness in the use of the advantages the University offers, should be the constant condition of the gift. (2) Fitting deportment is required, in all intercourse of the student with the faculty. Any open immorality anywhere, on the part of the student, if brought to our notice, is regarded as a proper subject of discipline. (4) Counsel is freely given collectively and singly to students as to their duties to themselves, to each other, and to the state. This element of counsel,

to be efficient, must be free and sincere, and hardly admits of any prescribed terms. Those only should be in charge of a university with whom such counsel is spontaneous.

There is an opinion more or less current, that fails to express itself clearly, requiring on the part of the faculty an effort — beyond what is covered by the above points — to follow the student, and intercept him in any mischief intended to himself or others. This opinion overlooks the possibilities of the case and the natural results of the method enjoined. There are two principles of very general application in this connection.

The first is that no effort should be made to do what cannot be done. The effort itself begets mischief and falls into contempt. It is impossible to institute an effectual watch over five hundred young men and women, so as to cut them off from lines of action that they choose to pursue. The effort is so feeble and so futile, as worthily to expose to contempt those who institute it. A parent with one, two, or three sons, often fails in such an effort, much more must an instructor with one, two, or three hundred under his charge.

The second principle is that the opinions of those to be guided must be respected in all wise discipline. The students of a university think themselves old enough to guide their own action in the main. They resent, therefore, any interference within the ordinary range of personal duties. If such interference is insisted on, they set themselves to the task of resisting it, and the consequences are, first, that transgression acquires new gusto as an act of freedom; secondly, sound and kind counsels, which might have otherwise found acceptance, are now the words of an adversary.

The difficulty is that there is truth in this student's view of the subject. He is on the verge of manhood, or fully within its lines, and he cannot be called on to accept the conditions of a child. If a mistake is made, it is better to make it on the side of undue freedom, rather than on that of undue restraint. After all that can be done for him, the young man is so far master of himself that he must be trusted. We shall do well, therefore, in counsel and persuasion to start with honest trust, and not with the mere appearance of it. The method that puts the moral appeal in its purest form puts it, on the whole, in its strongest form.

We believe that this view is justified by experience. Young men do injure themselves at the University. But that, unfortunately, is a universal fault. There can hardly be found as many young men who, as a whole, are more considerate, better disposed, or who have a clearer perception of their duties to themselves and to others.—*Report of Pres. John Bascom.*

SCHOOLS IN ROME.

Prof. R. F. Leighton, Ph. D., read a paper on "The System of Education in Ancient Rome" before the Long Island Historical Society last evening. Great attention, the reader said, was paid among the Romans to the study of grammar and of correct modes of expression. In society pure grammar was a subject of fashionable conversation. Crates, the Greek professor, instituted the first course of lectures on the subject. Lucilius, in the ninth book of his Satires, inaugurated the first spelling reform. Dionysius Thraw wrote the first elementary grammar. After the Punic wars Greek culture became so fashionable that by many it was preferred to their mother tongue. Greek was the language of diplomacy, art, science, poetry, and philosophy. At seven years of age the Roman boys studied Greek and Latin grammar together. The sons of centurions went to school at 5 o'clock A. M., with their satchels and counting tables slung over their shoulders, and studied in schoolrooms on the ground-floor, where they were so well and thoroughly flogged that their howls aroused the neighbors at very unreasonable hours. Martial and other satirists spoke of their cries and blubbering as one of the chief nuisances of the early morning hours — almost as great a pest to the late risers as our street cries, in fact. The masters were great disciplinarians and esteemed corporal punishment one of the chief means of inducting that precious boon, knowledge, into dull heads. If a boy pronounced a single syllable wrong he was beaten black and blue and his body so covered with weals and welts that it resembled a patchwork coverlet or a coat of many colors. The ancients believed that boys were naturally vicious and required taming. So great a teacher as Plato laid down the axiom that "a boy was the most ferocious of ani-

mals." Others, like Quintilian, protested against undue flogging. Pictures found in Herculaneum showed that the English system of flogging was likewise in vogue; also, that in some schools, both sexes were taught together, although the education of girls was comparatively neglected. In the higher social circles, girls were taught music and dancing and other fashionable branches, as now-a-days. School books were as cheap as with us fifty years ago. A text book of 700 verses could be had in three separate editions for 80, 30, and even as low as eight cents. Tuition was very cheap, less than a cent a day. The boys had holidays in March and December, and a long vacation in the summer, from June 24 to October 19, a great part of which was spent with their parents at Roman Newports and Coney Islands. At fourteen they were put into high schools, where they studied rhetoric, poetry, and belles-letters generally, their previous efforts having been confined to reading, writing, and arithmetic, with Greek and Latin grammar and verses. The younger children were taught their letters and numerals by means of small ivory blocks, as at the present day. The pay of a teacher was $30 a year—about the hundredth part of a ballot-dancer's.—*New York Times.*

TEACHERS' TENURE OF OFFICE.

The school commissioners have not arrived at any conclusion respecting a change in the term for which public school teachers are appointed. Under existing rules, the appointment of a teacher is made for a school year only, and practically by the commissioner of the ward in which the school is located. The objection to this is that a teacher is uncertain as to re-appointment and the commissioner finds it more easy to drop a teacher, however good, when the term for which she is employed has expired, than to make a removal for cause. As a matter of fact, most of the teachers are reappointed each year, and the number of good teachers who are dropped to make room for the favorites of commissioners is small, if there are any such cases. But the fact that the system will permit this, the fact that the appointments are not made by the board as a whole but by the local commissioners, makes it worth while to consider the propriety of a change.

There is no special reason why teachers should be employed for any fixed term. The criticism is no doubt true that some teachers would be less efficient if they felt fixed in their positions for a term of years. But if there is no specified term — if teachers are employed during good behavior, which includes the efficiency demanded, this objection will not hold. On the contrary, a teacher will not feel secure even for a year if she be inefficient. Knowing that she will be retained as long as she does her work faithfully and well, that she will not be removed except for cause, that if her work is well done she has no cause to worry about a re-appointment — a teacher will be able to work with more heart. A removal for which the cause cannot be given to the board should never be made. The comfort of the commissioners has nothing to do with the matter; they are put in office to give us the best possible school system and to remove inefficient teachers however they may dislike the responsibility of removals. Yet it is a fact, freely admitted by the commissioners, that some teachers are retained, re-appointed, because the local commissioners shirk the responsibility of removing them even under the expiration rule. This can be corrected only by taking the matter actually out of the hands of the local commissioners. The First ward commissioners should have just as much authority to appoint the teachers of that ward as the commissioners of the other wards have. Of course the chief interest of a commissioner is in his own ward, and he will always have a considerable influence in the selection of its teachers, but as nearly as possible the whole board should assume the responsibility of all the appointments and removals. At all events, the appointment of teachers for an unlimited term, subject to removal for cause, will not increase the difficulties of just removals. Mr. Spencer suggests that when a teacher is dropped, under the present system, the cause be put upon the record. If this is done, there remains not a single reason why the term of appointment should be limited. The change could not injure the interests of the 14,000 pupils, even if it did not advance them, as it probably would, and it would remove the 225 teachers from the annual fear of being forced to join the tramps.—*Milwaukee Republican.*

It's easy finding reasons why other people should be patient.—*Adam Bede.*

WOMEN AND THE SCHOOLS.

States allowing women to vote or hold school offices.

In most states where concessions of this nature have been made, they date back but a few years or months. The influences which led to them are aggressive, and the number of States granting similar concessions is continually increasing. With the help obtained of commissioner Eaton we have compiled the following memorandum, correct down to February 8, 1881, since which time Indiana and one or two other States have enlarged the privileges of women in these matters:

The new constitution of California limits the rights of suffrage to males. This excludes women from voting at any civil elections, but, as the constitution declares that no person shall, on account of sex, be disqualified from entering upon or pursuing any lawful business, vocation, or profession, it is claimed that women are eligible to office,—a claim that has not, so far as we know, been adjudicated.

In Colorado, women may vote at school-district elections and may serve as district school directors.

Connecticut holds women eligible to the position of school visitors, but the law says nothing of their eligibility for any other office.

Alabama, Arkansas, Delaware, Florida, and Georgia neither give women the right to vote nor to hold any official position in school matters, except that of teacher.

Illinois has made women eligible to any school office, from director to State Superintendent, but has not clothed them with the elective franchise in any elections.

The Attorney General of Indiana says that "women not married, who are not minors, who pay taxes and are listed as parents, guardians, or heads of families, may vote at school meetings."

In Iowa no person is ineligible by reason of sex to any school office.

In Kansas women are allowed to vote at school meetings and are eligible to election as school officers.

In Kentucky women having children of school age, or owning taxable property, can vote at school meetings.

Nothing is said of the right of women to vote in Louisiana, but any woman over twenty-one years of age may be a school officer.

In Massachusetts women may vote at school meetings for members of school committee, and may hold school offices, while in Minnesota they may vote on any question determined at school-district meetings, besides having the right to hold any school office.

In Michigan they must be tax-payers to vote at school meetings, but any woman over twenty-one years of age is eligible to school offices.

Unmarried women who pay taxes may vote in district school meetings in Nebraska.

The New Hampshire law on these matters is almost identical with that of Massachusetts.

In New Jersey women over twenty-one years of age, residents of the school-district, may be elected to the office of school trustee.

In New York women who are residents of the district, and holders of taxable property in it, are entitled to vote at school meetings, while in Oregon this privilege is granted only to widows with taxable property having children to educate.

Pennsylvania permits women over twenty-one years of age to hold any school office.

Rhode Island only allows them to hold office on school committees.

In Vermont they are eligible to the place of town clerk or town superintendent, while Wisconsin makes them eligible to any school office except that of State Superintendent.

As to any States not above named, we believe none of them have extended to women the right either to vote or to hold school offices of any kind except that of teacher.

Of the territories, Dakota permits women to vote at school meetings; Washington grants the same right, but only to such as are over twenty-one years of age and liable to taxation; while Idaho grants the right to vote as to special district taxes, to widows and unmarried women twenty-one years of age, residents of the district and holding taxable property.

Wyoming has granted women all the rights of the elective franchise, and the right to hold any elective office in the territory.—*Inter Ocean.*

THE NEW SPELLING — Almost all educators are in favor of reforming the spelling.

In 1876 an international convention, in behalf of amending English orthography, was held at Philadephia, and a Spelling Reform Association was formed.

Action in favor of reform has since been taken by the State Teachers' Associations of New York, Ohio, Iowa, Massachusetts, Wisconsin, Missouri, and Virginia; by the National Educational Association, the American Institute of Instruction, and many smaller associations of educators.

Professors in our colleges and normal schools have promoted the formation of spelling reform associations among students. The experience of the University of Illinois, and Oberlin College indicates that wherever an earnest member of a good western college will lead the way, the whole institution, substantially, will join the reform.

In England the latest phase of the spelling-reform movement is very similar to that in America. In 1876 the National Union of Elementary Teachers passed a resolution in favor of a royal commission to inquire into the spelling of the language; it was taken up by the school boards and eminent educators all through the country, and finally presented in 1878 to the lord president of the council.

Both in America and Great Britain the educational journals have opened their columns freely to the discussion of the reform, and some of them have used amended spelling in part of their pages. Broadsides of opinion in favor of the reform from prominent educators by the hundred have been published.

In all this copious expression of interest I do not know a single scholar or eminent educator of the new generation who has come out in favor of the old spelling. Two or three very respectable old functionaries I have known to protest against trying to get rid of it.

This state of opinion among teachers was almost a matter of course. Few professions have changed as much as teaching in the last half century. The old spirit and method which had their insignia in the rod have passed away. A new spirit of love and progress animates the teacher of to-day. The ablest minds rejoice

to serve the profession. They study the children, invent apparatus and methods, write books for them, make art and nature tributary to their improvement and enjoyment. It was impossible that the cries of generation after generation over the puzzles of spelling should pass unheard.

As fast and as far as the general assent of the community can be won, teachers will be prompt to use amended spelling in the schools.—F. A. MARCH *in Home Journal.*

STATE EXAMINATIONS.—The superintendent of public instruction of this State has ordered that examinations of applicants for State certificates be held, commencing on Tuesday, the 12th day of July, 1881, at two o'clock P. M., at the high school buildings in Albany, Brooklyn, Buffalo, Plattsburgh, Syracuse, and Watertown. The examinations will, as heretofore, be conducted by competent persons, the results reported to him, and such of the candidates as have given satisfactory evidence of their learning, ability, and good character, will receive certificates qualifying them to teach in any of the public schools of the State without further examination.

Candidates must be present at the beginning of the examination, produce testimonials of character, and must have had at least three years' experience as teachers. They must pass a thorough examination in the following named branches: Reading, spelling, writing, grammar and analysis, composition, geography, outlines of American history, arithmetic, elementary algebra, and plane geometry. (In place of geometry, candidates may offer themselves, if they choose, for examination in Latin as far as three books of Cæsar.) They will also be expected to have a general knowledge of book-keeping, rhetoric, the natural sciences, linear and perspective drawing, general history, general literature, methods, school economy, civil government, and school law. The examinations will be open to candidates residing in any part of the State and to such residents of other States as declare it to be their intention to teach in this State.—*New York School Journal.*

PROF. W. D. WHITNEY has received the order Pour le Merite, possibly in the place of Mr. Carlyle, and surely as a merited honor.

No European government could bestow a higher compliment. The order Pour le Merite was established by Frederic II. in 1740. May 31, 1842, Frederic William IV. added to the military order a civil class for eminent artists and scholars. The civil class is limited to thirty Germans and a small number of foreigners, and none of the latter can receive the order save upon the recommendation of the Berlin Academy of Sciences and Arts. Prof. Whitney, it is safe to assume, was chosen on account of his labors in Sanscrit, and the honor came as the free gift of a great government acting upon the advice of a corporation which, in matters of scholarship, has no superior and few peers, if any. Is not Prof. Whitney the first American thus honored?—*Ex.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

Q. Does the resignation of a district officer that is presented to one of the other two members of the board privately, vacate the office?

A. It does not. The resignation of such an officer must be presented "to the board" and it takes the remaining two to constitute "the board," under such circumstances, and "the board" could take no action upon it except at a legally called meeting.

Q. Can a district treasurer be removed because he can neither speak nor write the English language?

A. The law provides for the removal of any district officer by the county judge only "for willful neglect of duty" (*vide* Sec. 507, R. S.) and for the vacating of "the office of every officer required by law to execute an official bond, whenever a judgment shall be obtained against such officer for a breach of the conditions of such bond," by the Governor. (*Vide* Sec. 963, R. S.) If he cannot unaided perform the duties of his office (which require keeping records and making reports in the English language), and will not obtain sufficient aid to do it, it is possible that such refusal or neglect might seem to the judge to constitute adequate cause for his removal under the law.

Q. Has the chairman of a school meeting the right to cast a second vote in case of a tie vote?

A. No. Being chairman confers no such authority. Those presiding officers who have special power to vote in case of a tie have *no vote* at other times.

Q. How can an officer be removed who holds his office by virtue of an election in which the ballot of a minor and the second ballot of the chairman were cast and counted?

A. He can be removed by the judgment of a circuit court in an action brought against him on a writ of quo warranto sued out by any private citizen of the district who feels aggrieved and believes the officer illegally in possession of his office. (*Vide* Sec. 3466, R. S.)

Q. Have district boards, or boards of education in cities the right to make and enforce a rule that shall prevent the schools from closing on legal holidays occurring on school days?

A. The uniform ruling of this department is that they have no such right or power. It is held that it is contrary to good public policy, since the keeping of most of the legal holidays inures to the benefit of the community as regards public sentiment concerning many matters of vital importance. While the law does not positively close the schools on legal holidays occurring on school days, it must be held that it leaves everybody interested free to act his own pleasure in regard to the matter.

Q. If a teacher closes school on a legal holiday occurring on a school day, in spite of a rule of the board forbidding it, must the teacher be paid for the day?

A. Sec. 459, R. S. says the day shall be counted "though no school be taught," and this with special reference to a settlement with the teacher as to wages. There is no escape from the conclusion that the teacher must be paid.

Q. Does the contract hold with a teacher beyond the expiration of his certificate?

A. It does not. Whenever he ceases to be "a qualified teacher" the contract with him as such determines. It is not good policy to contract with a teacher for a term that reaches beyond the life of his certificate, and whenever it is done the utmost care should be taken by all parties concerned to have it renewed in time to avoid any controversy or doubt whatever in the matter.

CONCERNING THE SCHOOL FUND.

Last winter a bill was prepared by the representative of some northern county that had been paying its fines, penalties, etc., into the State treasury, with the intent to have the Legislature refund said moneys because other counties had failed to comply with the law. The bill was submitted to Hon. Alex. Wilson, the Attorney General, by the party having it in charge; and when he looked into the matter, he declared that not only the money ought not to be refunded but that the other counties ought to be made to pay up, and he at once took measures to bring about that very desirable result. Upon consultation with the State Treasurer, it was decided to issue the following circular to country treasurers which explains itself:

STATE OF WISCONSIN,
Office of State Treasurer,
MADISON, January 18, 1881.

DEAR SIR: I find on looking over your report that you have omitted to comply with subdivision 5 of section 715, Chapter 37 Revised Statutes. I want a verified statement of the fines, penalties, etc., collected by you, and the money paid into the treasury less legal fees for the year preceding your report. Your account cannot be closed until this is done. I find that a report of fines, penalties, etc., has not been made by your predecessors for ——— years. The Attorney General requests that you forward a statement of such matters as they appear by the books in your office for those years.

RICHARD GUENTHER,
State Treasurer.

This circular brought a variety of answers which very properly were turned over to the Attorney General, and after due deliberation he moved in the matter still further as appears by the following decision of the Supreme Court which we give in full:

STATE EX REL. RICHARD GUENTHER, State Treasurer, vs. WILLIS MILES, County Treasurer of Rock county.

The state treasurer filed his petition in this court, stating and alleging that during the year 1880 the county treasurer of Rock county, the respondent, received certain sums of money for "licenses fines and penalties," payable to the state treasurer, and that upon demand, he had failed to transmit to the state treasurer a statement thereof, or to pay over such money to him as required by R. S., 252 Sec., 715 § 5. A writ of mandamus in that behalf to such county treasurer was prayed. Thereupon an alternative writ of mandamus was allowed and issued commanding the respondent to make the return required by the statute, or show cause to the contrary.

The respondent makes return to the alternative writ, admitting that he has not transmitted such statement to the state treasurer, nor paid over to him any moneys received for fines, etc. He also admits that during the year 1880 he received from the district attorney, sheriff, clerk of the circuit court, and justices of the peace of his county a little more than $2,400, being the proceeds of fines for breaches of the penal laws, imposed in said county and collected by those officers respectively. He then alleges that all of the moneys so received by him for fines have been absorbed by the expenses of the prosecutions in which such fines were imposed and collected, and which the county has paid. He also states that during such year he received four hundred dollars collected on forfeited recognizances in criminal cases.

The Attorney General interposed a general demurrer to the return of the respondent.

OPINION — LYON, J.

The constitution provides that the clear proceeds of all fines collected in the several counties for any breach of the penal laws, shall constitute a part of the school fund of the State. Art., 10, section 2.

The statute provides that it shall be the duty of the county treasurer "to transmit to the State Treasurer, at the time he is required by law to pay the State taxes, a particular statement, verified by his affidavit indorsed upon or attached thereto, of all moneys received by him during the preceding year, and which are payable to the State Treasurer, for licenses, fines, penalties, or on any other account, and at the same time pay to the State Treasurer the amount thereof after deducting the legal fees." R. S., 252 section 715 §5. The legal fees which the county treasurer may retain out of such moneys is two per cent. thereof. Section 719.

No deduction for the benefit of the county can lawfully be made by the county treasurer from the fines paid to him unless the same is authorized by law. It is for the legislature to determine what deductions are to be made, and not the county treasurer or the county board of supervisors. Even the power of the legislature in this respect is limited as appears from the cases of *Lynch vs. The Steamer Economy*, 27 Wis., 69, and *Dutton vs. Fowler*, *id.*, 427. To permit each board of supervisors to determine for itself, or each county treasurer for himself, what expenses shall be deducted from fines collected, would be to introduce inextricable confusion. Under such a system there would be no fixed, certain rules by which the "clear proceeds" of fines could be determined. Or, what is very probable, there would be no such "clear proceeds" left for the school fund. The system would be unjust and intolerable, and its practical effect would be, doubtless, to dry up one of the sources which the constitution has ordained to replenish and increase the school fund of the State.

The legislature has provided for no deduction from such fines except two per cent. thereof, which the treasurer may retain. Hence, under existing laws, the clear proceeds of fines received by the county treasurer is ninety-

eight per cent. thereof, which must be paid into the State treasury for the benefit of the school fund. See *People ex rel. Board of Education of Detroit vs. Treasurer of Wayne Co.*, 8 *Mich.*, 392; *Woodward vs. Gregg*, 3d *Green (Iowa)*, 287.

The respondent probably believed it his duty to retain the fines under sec. 3310 R. S. But that section applies only to forfeitures as distinguished from fines. See sec. 3294. The return does not show that any forfeiture has been received by the respondent. Hence, if the section is a valid enactment (of which there is some doubt) still it does not aid the return or affect the case.

Moreover, it is the duty of each county treasurer to make his verified statement to the State Treasurer pursuant to the statute, whether he has any moneys collected for fines, etc., or not. If he has not, he should state the fact, and verify it.

In no other way can the State Treasurer know officially that all of the moneys from these sources, belonging to the school fund, has reached the treasury of the State. Hence, even though the respondent had no moneys in his hands from such sources, still the return to the alternative writ would be demurable because it admits his failure to transmit such verified statement to the State Treasurer.

The statutes provides that moneys collected on forfeited recognizances in criminal cases shall be paid into the county treasury. We are aware of no constitutional or statutory provision which requires the county treasurer to pay it over to the State Treasurer. We conclude, therefore, that moneys collected from this source belong to the county.

It follows from the foregoing views that the demurrer to return must be sustained. The respondent has leave to amend his return at any time within sixty days.

The following circular explains itself, and shows that the Attorney General is in earnest about the matter:

STATE OF WISCONSIN,
Office of Attorney General,
MADISON, June 17, 1881.

——— ———,

County Treasurer of —— County:

DEAR SIR: The constitution of this State provides that the clear proceeds of all fines collected in the several counties for any breach of the penal laws of the State, shall constitute a part of the School Fund. Art. X., sec. 2.

The statute provides that it shall be the duty of the county treasurer to transmit to the State Treasurer, at the time he is required by law to pay the State taxes, a particular statement, verified by his affidavit endorsed upon or attached thereto, of all moneys received by him during the preceding year, and which are payable to the State Treasurer for licenses, fines, penalties, or on any other account; and at the same time pay to the State Treasurer

the amount thereof, after deducting the legal fees. Rev. Stat. 252, sec. 715. The legal fees are two per cent. of such moneys. Sec. 719.

The Supreme Court of this State, in a recent decision, in the case of the *State ex rel. Richard Guenther, State Treasurer, vs. Willis Miles, County Treasurer of Rock County*, holds "that the legislature has provided for no reduction from such fines, except two per cent. thereof, which the treasurer may retain. Hence, under existing laws, the 'clear proceeds' of fines received by the county treasurer is ninety-eight per cent. thereof, which must be paid into the State treasury, for the benefit of the School Fund. * * * Moreover, it is the duty of each county treasurer to make his verified statement to the State Treasurer, pursuant to the statute, whether he has any moneys collected for fines, etc., or not. If he has not, he should state the fact and verify it. In no other way can the State Treasurer know officially, that all the moneys from these sources, belonging to the School Fund, has reached the treasury of the State."

The treasurer of your county has made no statement to the State Treasurer, or paid to him any such fines or penalties, as required by law, for the years —— ——, and especially has he omitted such statement and neglected to pay such moneys due for fines, penalties, etc., collected for the year 1880. *These* moneys have been due from you since the day you paid the State taxes for that year, and must be promptly remitted to the State Treasurer, together with your verified statement. See Rev. Stat., sec. 715 and 1123.

It is expected that the county board of supervisors will speedily make arrangements to pay over past delinquencies.

ALEX. WILSON,
Attorney General.

The Attorney General expects to collect the dues for 1880 pretty soon, and thinks that the amount for that year alone will not fall short of twenty thousand dollars, if it does not largely exceed that sum; and he believes the arrears for the previous years will exceed one hundred thousand dollars. These sums will all go into the permanent school fund, and will not affect the income till they are invested by the commissioners. It was supposed by the framers of the constitution that in this very connection they had provided for a large and constant revenue; but thus far comparatively little benefit has been derived, since four-fifths of all the counties, including the most populous, have made no returns for ten years, and the school interests of the State are under great obligation to General Wilson for his efficient and valuable labors in this matter.

Every man's work pursued steadily tends to become an end in itself, and so bridge over the loveless chasms of his life.—*Silas Marner.*

EDUCATIONAL MEETINGS.

Wisconsin Teachers' Association, 29th Annual Session.

At Appleton, July 6, 7, *and* 8, 1881.

PROGRAMME.

Wednesday Evening, July 6th.

Lecture: Prof. F. H. King; "The Modern Doctrine of Evolution." (Illustrated.)

General Business.

Thursday. 9 *A. M. to* 1 *P. M.*

Reception Address: by Mayor Humphrey Pierce.

President's Address.

Report: A Cheap Course of Reading for Teachers. G. S. Albee, J. T. Lunn, Jas. Mac Alister, D. A. Morgan, Agnes Hosford.

Paper: M. S. Frawley; "Examinations in School,—their Methods and Functions."

Paper: Geo. T. Foster; "American Mechanics."

Paper: Dr. J. T. Reeve, of State Board of Health.

Paper: J. M. Rait; "Ungraded and Backward Pupils,—What shall we Do with Them?"

Paper: "Naples and Surroundings," Miss Etta S. Carl.

General Business.

Thursday Evening, July 7th.

Lecture: J. B. Whiting, M. D.; "The Child of To-day—The Citizen of To-morrow."

General Business.

Friday, 9 *A. M. to* 1 *P. M.*

Paper: E. G. Haylett; Drawing, with blackboard illustrations.

Paper: Prof. N. M. Wheeler; "The Machine in Education."

Paper: Miss Mary Wadsworth—Late of Boston, Mass.

Paper: Dr. Walter Kempster; "Do the Prevalent Methods of Preparation, Examination, and Promotion of Scholars, Promote Mental and Physical Health?"

Paper: President G. S. Albee; "The Practical in Education."

General Business, Reports, and Election of Officers.

At the conclusion of each paper the subject is open for discussion.

Hotel rates, $1.00 and $2.00 per day. Ample accommodation by citizens at reasonable prices.

J. H. GOULD, *Secretary.* I. N. STEWART, *President.*

RAILWAY RATES.

All roads in Wisconsin will sell one-fifth fare tickets to members returning from Appleton until July 10th, excepting the Racine & Southwestern road, which will sell one-third fare tickets to returning members.

EXCURSIONS.

The C. & N. W. Road will sell round-trip excursion tickets to members for $13.10, carrying from Appleton to Marquette, and return to Appleton, good July 9th to August 7th, and will sell one-fifth fare tickets from Appleton to all Wisconsin stations on the C. & N. W. Road, until August 7th.

The Wisconsin Central Road will sell tickets to members from Appleton to Ashland, and thence returning to all stations on the Central, at one cent per mile.

All members intending to make either excursion should notify the undersigned before July 1st, to enable roads to issue necessary orders. Possibly additional excursionists can be accommodated by giving notice on the ground at Appleton.

W. D. PARKER, *Railway Clerk*, River Falls, Wis.

Annual Meeting of Institute Conductors.

July 5th and 6th, 1881, *Held in the High School Building, Appleton, Wis.*

PROGRAMME:

Tuesday, July 5th.

FORENOON.

1. 9:00 o'clock.—Devotional Exercises.
2. 9:10 o'clock.—Organization.
3. 9:15 o'clock.—Reading, Prof. Rob't Graham.
4. 10:15 o'clock.—Arithmetic, Prof. A. J. Hutton.
5. 11:15 o'clock.—Writing, Prof. J. B. Thayer.

AFTERNOON.

6. 2:00 o'clock.—Language, Prof. A. Salisbury.
7. 3:00 o'clock.—Spelling, Supt. Jas. T. McCleary.
8. 4:00 o'clock.—Examination of Teachers in connection with the Institutes, Hon. W. H. Chandler.

EVENING.

9. 8:00 o'clock.—Future Work in the Gradation of Country Schools, State Supt. W. C. Whitford.

10. 8:30 o'clock.—Lessons Learned in Introducing the Grading System into Country Schools, Supt. Jas. T. Lunn.
11. 9:00 o'clock.—Examinations for Admission to the Three Forms, Supt. C. F. Viebahn.

Wednesday, July 6th.

FORENOON.

12. 9:00 o'clock.—Devotional Exercises.
13. 9:10 o'clock.—Drawing, Prof. A. J. Hutton.
14. 10:10 o'clock.—Geography, Prof. J. B. Thayer.
15. 11:10 o'clock.—United States History and Civil Government, Prof. A. Salisbury.

AFTERNOON.

16. 2:00 o'clock.—Talks on Good Behavior, Prof. A. A. Miller.
17. 2:45 o'clock.—Exercises in Local History, Prof. A. F. North.
18. 3:30 o'clock.—Theory and Art of Teaching, Prof. Rob't Graham.
19. 4:30 o'clock.—General Discussion on the Institute Work for this year.

NOTES.

1. The exercises are confined principally to the discussion of subjects presented in the Institute Syllabus for this year.

2. It is arranged that the first half of the hour assigned to each subject will be occupied by the person named in the programme; and that the last half will be devoted to a general discussion of the subject, and in this all the conductors are expected to participate.

3. The persons appointed to assist the regular conductors in holding the institutes next summer and fall, are expected to be present and take part in the exercises.

4. All the conductors are requested to be in attendance at the opening of the meeting, Tuesday morning.

5. One-half of the actual expenses of the conductors in traveling to Appleton and returning home, and all their expenses in attendance upon the meeting will be paid by the board of Regents of Normal Schools.

W. C. WHITFORD,
W. H. CHANDLER,
WM. E. SMITH,
Institute Committee.

Madison, Wis., May 30, 1881.

Programme of Semi-Annual Meeting of Superintendents,

At Appleton, Wis., Thursday Afternoon, July 7, 1881.

1. Organization and roll call.
2. Address—Examinations in theory and art of teaching. Hon. W. C. Whitford.

3. Township system of school government. Supt. Ed. McLoughlin.
4. Uses and abuses of the county superintendency. Supt. B. R. Grogan.
5. Value of teachers' meetings, and how to conduct them. Supt. W. R. Taylor.
6. Is a uniformity of teachers' examinations throughout the State desirable? Supt. Betsey M. Clapp.
7. Difficulties to be encountered in grading our country schools. Supt. D. A. Mahoney.

C. E. BURLL, *Chairman of Committee.*

EDUCATION AT THE STATE FAIR.

We publish below the Premium List, and bespeak for it a careful perusal by all who may be able to contribute in any way to the success of this department of the Fair. The premiums are very liberal and abundant; and we hope the officers may be rewarded for their liberality by a very full exhibit.

DEPARTMENT K—EDUCATION AND NATURAL HISTORY.

Superintendent—JOHN S. DORE, Neillsville.

1. No entry fees required in this department.

2. All written work from any one school (or department of any graded school) shall be with pen and ink (except otherwise stated), on heavy flat cap paper, and the paper must be of uniform size, 8x11 inches (a margin of 1¼ inches must be left for binding), bound with a title page, giving name of the school, number of the district, name of the town, post office, and county; also the number of pupils belonging to the school, and the number whose work is exhibited. The name of the teacher or teachers, if not on the exhibit, must be furnished to the secretary at the time the entry is made.

3. A copy of the questions answered must be bound with each set of papers. Each paper must contain the answers to ten questions. Drawing may be with either pen or pencil.

4. It is expected that the preparation of the papers will be conducted in the same manner as a written examination—the pupils to have no previous knowledge of the questions given, and to receive no assistance during the writing; and that all papers entered for one premium will be prepared at the same time, except that more time may be taken for the drawing and penmanship papers entered for the sweepstakes for all schools.

5. Each paper should state in the pupil's hand writing, the name of the pupil, the age in years, date when the work was done, time of pursuing the study, and such other items as may be considered necessary to a just estimation of the work.

6. In all competition for premiums, by schools, the work of at least 40 per cent. of the pupils must be exhibited.

7. Schools in all portions of the State are earnestly solicited to send in such specimens of work as have been done by the pupils during the past school year.

8. Ample space will be provided for the exhibition of educational literature, text-books, school furniture, fittings, and all appliances and apparatus for illustration, instruction, and training.

No premiums will be given for such articles, but a competent committee will be appointed to examine all the exhibits and carefully note and report such points of excellence and superiority as shall meet their approval, which report shall be pub-

lished in the volume of transactions of this society.

9. Entries can be made at any time by addressing the secretary of the State Agricultural Society, Geo. E. Bryant, Madison, Wisconsin.

CLASS 52.

Best Drawing, Plans, and Specifications for Country District School House — methods of heating and ventilation, furniture and apparatus all complete, with estimated cost $10

CLASS 53 — *High School Exhibit.*

Best general display of work... $10
second best..... 5
To the high school pupil for best exhibit of work in the several branches, including an essay. 5
second best..... 3

CLASS 54 — *Graded School Exhibit.*

Schools competing for these premiums must show, first year — number-work and writing (five lines); second year — number-work and spelling (fifteen words); third year — language and writing (ten lines); fourth year — arithmetic and spelling (twenty words); fifth year — language and geography; sixth year — arithmetic and spelling (twenty words); seventh year — geography and writing (one page); eighth year — U. S. history and English grammar.

To enter for the sweepstakes, a school must show work as above indicated for each year, first to eighth inclusive.

Work for the first and second years may be done with pencil.

Best first year work..... $4.00
second best..... 2.00
Best second year work 4.00
second best..... 2.00
Best third year work 4.00
second best..... 2.00
Best fourth year work..... 4.00
second best..... 2.00
Best fifth year work..... 4.00
second best..... 2.00
Best sixth year work..... 4.00
second best..... 2.00
Best seventh year work..... 4.00
second best..... 2.00
Best eighth year work 4.00
second best..... 2.00

SWEEPSTAKES.

Best exhibit for each year, first to eighth inclusive.... Diploma
second best..... 4.00

DRAWING — Graded Schools.

Best exhibit in Drawing by pupils in first year $1.00
second best..... .50
Best second year..... 1.00
second best..... .50
Best third year 1.00
second best..... .50
Best fourth year 1.00
second best..... .50
Best fifth year 1.00
second best..... .50
Best sixth year..... 1.00
second best..... .50
Best seventh year 1.00
second best..... .50
Best eighth year 1.00
second best ..... .50

CLASS 55 — *Rural District School.*

Best exhibit of spelling $4.00
second best..... 2.00
Best specimen Penmanship... 4.00
second best..... 2.00
Best specimen Drawing 4.00
second best..... 2.00
Best work in Arithmetic..... 4.00
second best..... 2.00
Best work in Geography 4.00
second best..... 2.00
Best Language (Eng. Gram.).. 4.00
second best..... 2.00
Best U. S. History 4.00
second best..... 2.00
Best work in Natural History. 4.00
second best..... 2.00
Best Essays..... 4.00
second best..... 2.00
To the common Rural District School pupil, never having attended any higher school — for best exhibit of work in all of above branches 4.00
second best..... 2.00

CLASS 56 — *Country Schools of one Department.— Graded.*

For country schools that have been graded according to the system presented and recommended by Hon. W. C. Whitford, State Superintendent.

For best exhibit of work in First or Primary Form... $5.00
second best..... 3.00

Best in Second Form 5.00
second best..... 3.00
Best in Third Form..... ... 5.00
second best..... 3.00
For best exhibit in all three forms, showing the complete work of a school, with a Register of the school for the term during which the work was done, kept in Lunn's School Register, fully filled out..... 10.00

CLASS 57—*Commercial Colleges.*

Best exhibition ..... Diploma.
second best..... $5.00

CLASS 58.

To the County or City Superintendent exhibiting best list of Examination Questions for first grade certificate.... $5.00
Best for second grade 5.00
Best for third grade..... . 5.00

Superintendents are cordially invited to place on exhibition a complete file of all examination questions, programmes of recitations and study, reports, circulars, or other matter of general interest they have issued or used during the past year.

HISTORICAL DEPARTMENT.

THE MONTH AT HOME.

On May 16 Messrs. Conkling and Platt, finding that their opposition to the confirmation of Judge Robertson as collector of the port of New York had proved unavailing, resigned their seats in the U. S. Senate and sought endorsement from the New York legislature, in the form of a re-election.

A few days later the Senate adjourned, and since then the chief political sensation has been the "dead lock" at Albany, the resigning Senators being as yet quite unable to secure any vote that at all resembles an endorsement.

The difficulty with England growing out of the Fortune Bay affair has been settled by the payment of $75,000 to the United States; but the question of fishing rights in future is still an open one.

Some western newspapers are making much talk over the Hennepin Canal project, a scheme to connect the Mississippi with Lake Michigan by a ditch from the river near Rock Island to Hennepin on the Illinois river, and thence to Chicago.

The attitude of the United States towards the Panama Canal is made somewhat more difficult by the rejection by the Columbian Senate of the treaty recently negotiated. It contained a clause giving the United States the right to occupy the isthmus in case the neutrality of the canal were threatened. The De Lesseps company have taken another step forward in the purchase of the Panama Railroad, which had certain rights conflicting with the interests of the canal.

Gen. Grant has secured the desired concession and charter for the Mexican Southern railway. It is to extend from the City of Mexico to the frontier of Guatemala, about 700 miles, and branches will reach Vera Cruz and some port on the Pacific coast.

Doubtless the most important event of the month has been the publication

and sale of the revised translation of the New Testament, a work which has engaged the labors of a large body of eminent English and American scholars for several years past. It can now be had at prices varying from three cents to ten dollars.

THE MONTH ABROAD.

Russia continues unhappy. It has been entirely successful in its war with the Turcomans, and has negotiated a new treaty with China, settling the Kuldja difficulty on favorable terms. But the domestic troubles continue. What is called a reactionary policy has been adopted by the government. The reforms that seemed to be impending now seem to have been abandoned, and the high autocratic policy is in the ascendant. Gen. Melikoff, virtually the premier, has been succeeded by Gen. Ignatieff.

Riots against the Jews have taxed the police powers of the government, and the pillaged Hebrews are fleeing to other countries.

Prince Charles, of Roumania, was crowned King, May 22. The crown was of steel from the cannon captured at Plevna.

Prince Alexander of Bulgaria, aspires not to a higher title but to greater power, and has attempted a *coup d' etat* in the shape of a suspension of the constitution and a dismissal of the ministry.

Turkey has quelled the Albanian revolt and has commenced the fulfillment of the Greek treaty. Thus, things look somewhat quieter in that quarter, though the Sultan is anything but pleased with the French occupation of Tunis.

Meanwhile France is complacent, and able to endure if not enjoy Turkish and Italian chargin. And Spain, not insensible to example, begins to think of laying its hand on Morrocco.

The French are sending out a new exploring party to survey the projected railway from Algeria to Soudan. The main line, to Timbuctoo, will be 1,600 miles in length, with a branch to the French military colony on the Senegal river. The cost of the road, with its branches, is estimated at $80,000,000.

Ireland continues in a deeply disturbed condition, with apparently increasing irritation. The Land Bill has somewhat improved prospects of an early passage through the Commons.

THE RAILROAD KINGS.

The remarkable flow of capital into railroad construction, of which some account was given in this department two months ago, is doing for the present time much what the war did for the period just previous to this.

The war epoch developed and furnished opportunity for the latent executive talent of the nation, and gave to history a brilliant group of great generals. The railway epoch, on which we have well entered, is in turn giving us a great group of managers and financiers, who have already come to be known as the Railroad Kings.

Their names are as well known to the commercial world as those of Grant

Sherman, or Lee; but as they have not yet got into our text-books it may be well to make some mention of them here.

The first name in this group, in more respects than that of chronology, is that of Col. Thomas A. Scott, late President of the Pennsylvania road. Tom. Scott, as he was familiarly called, was Assistant Secretary of War in 1862. In 1863, he was Quartermaster on the staff of Gen. Hooker. But he is best known as the head and front, for years past, of the Great Pennsylvania Trunk line, and the real originator of the great southwestern system already described in these columns. A year ago his nervous system broke down from over-work, and in May last he was entombed.

We name next, Wm. H. Vanderbilt, President of the N. Y. Central and its half dozen or more allied lines. He is not a "railroad man" in the strict sense that Col. Scott was; but, as the son of his father, the doughty "Commodore," he is chief owner of more railroad property than any other man living, with perhaps one exception.

That exception, the famous — if not infamous — Jay Gould, is not simply a great railway manager like Scott, nor simply a great capitalist like Vanderbilt; but he is also the king of speculators. A full history of this man would tax credulity more severely than any romance. A few years ago, he was known only as an unscrupulous stock-pirate, the "pal" of the notorious Jim Fisk, and the plunderer of the Erie railroad corporation.

Now, he is the chief and controlling owner of the Union Pacific system, the great "Wabash" system, the Missouri Pacific and the Great Southwestern system, partially described in our April number.

Every week, it may almost be said, he and his confederate capitalists "absorb" a new railroad. His latest acquisition, at this writing, is the great St. Louis bridge, by the possession of which he will lay his hand with more or less weight on all the business of St. Louis. Only a few weeks ago, he laid that same hand on all the telegraphic business of the country, by the consolidation or absorption of the rival lines into his Western Union Co. His wealth has been estimated at $60,000,000, two-thirds of which has been acquired within a very few years. He draws his check for millions at a single draft. He is the veritable Napoleon of speculation.

Pursuing our original topic, we add to the list C. P. Huntington, who with Leland Stanford and Chas. Crocker, controls the great Central Pacific and Southern Pacific corporations, which are squeezing the life-blood out of California and the neighboring States.

Then comes the "Boston Combination," who control the Chicago, Burlington & Quincy, the Atchison, Topeka & Santa Fe, and the projected Mexican Central. Of these men the chief are J. M. Forbes, Jefferson Coolidge, and Thomas Nickerson.

Besides these, we may count among the Railroad Kings, Hugh Jewett, President of the Erie road; Jno. A. Garrett, President of the Baltimore and Ohio; Geo. B. Roberts, the new President of the Pennsylvania road; and

Alexander Mitchell, President of the Chicago, Milwaukee & St. Paul system; and Henry Villard, of the Northern Pacific. Nor should we stop without mention of Col. Albert Fink, the President of the confederation of railroads, known as the Trunk Line Pool.

The vast wealth and great power centered in the hands of the dozen or more of men above named, and the terrible grip which they can at any time take upon the whole business prosperity of the nation, are subjects deserving of the most careful observation and serious study.

EDITORIAL.

We hear of several vacancies likely to occur at the close of the present term in the principalship of high schools of the State. We will most cheerfully aid school boards to secure competent teachers to fill such vacancies next year. A few boards have the past month consulted with us on this subject, and a number of gentlemen have already been directed to find suitable openings in these schools. We shall be glad to help several ladies of large experience, who have applied to us for information, to obtain positions as assistant teachers in our schools.

The State Board of Health placed, over a month since in the hands of the State Superintendent, six thousand copies of a pamphlet which contains Prof. Chittenden's article on "School Hygiene, and what the Teacher can do to Promote it." It was decided to distribute the copies of this valuable work throughout the State by the aid of the County and City Superintendents. To the latter officers was left the decision to what school boards and teachers in the several counties and cities they should be sent. Copies have been furnished to all the City Superintendents, and to those County Superintendents who have applied for them, to be used in their counties. In this way fully four thousand five hundred copies have now been sent out by the State Superintendent. Other County Superintendents will be supplied with copies on writing for them.

In the past four months the State Superintenaent has been collecting statistics of our public schools, for the United States census officer at Washington. This branch of the work in the several States has been placed in the hands of Dr. Henry Randall Waite, who is managing it in a most efficient manner. On several points connected with our Elementary and High Schools the fullest information ever obtained will be published in the reports of the Census Office. The statistics from our cities have already been forwarded to Dr. Waite; those on the High Schools of the State, one hundred and fifteen in number, will be sent next, and those on the Elementary Schools in the

counties, nearly five thousand eight hundred in number, will be furnished last. These statistics are procured on blank schedules provided by the Census office and sent to each City Superintendent and to each clerk of a district board in the State. To secure correct returns from these officers involves a large amount of work in comparing and in correspondence.

Whenever the subject of creating a State tax for the support of the public schools has been discussed in our Legislature, the principal opposition to it has come from our larger cities and wealthier counties. Their plea is the selfish one, that they would be required, under this tax, to raise more money than would be expended for the schools under their management. Undoubtedly a portion of their tax would be applied to aid the weaker cities and the poorer counties in the State. The purpose of the measure is to equalize the cost of maintaining public education, and the principle involved is that the property of the whole State should contribute to this end.

Our State has exhibited thus far a marked and shameful contrast to other States on this question. Take the cities for example, and place their opposition by the side of the generous contributions which New York, Chicago, Indianapolis, Louisville, Trenton, and Hartford provide each year by tax for the support of schools outside of their limits in the States where they are located. Last year the county to which the City of New York belongs paid $1,382,155.91 into the State school tax, and several hundred thousand dollars of this went to other counties in the apportionment of this tax under a general law. Within the past three years Chicago has contributed by taxes $482,875, for the maintenance of public schools in other parts of Illinois. The other cities mentioned have each paid, for several years, the annual sum of $12,000 to $80,000 for the support of the country schools in their respective States. This is an enlightened liberality which the cities in Wisconsin should speedily imitate.

The richer counties in Wisconsin are behind those in Kentucky in adopting this progressive scheme. In the latter State, forty-one counties pay annually a larger school tax into the State Treasury than is returned to them; and seventy-six receive more money than they pay in taxes for their schools. In Wisconsin under a similar measure, thirty-six counties would, without doubt be taxed to aid the twenty-seven poorer counties. From Kentucky we hear no denunciations that this policy is unjust. On the contrary it is earnestly supported by the intelligent people of the State. In Wisconsin the adoption of it is one of the essential steps to further progress in popular education. Will the State be wise in this particular?

Last month we rode in the cars from Duluth, Minn., up the Dalles of St. Louis river, in company with Hon. Geo. R. Stemtz, who represented in the

Assembly in 1862 the northwestern portion of Wisconsin. We found that he was employed by the general government in 1852 to survey the boundary line between Wisconsin and Minnesota, extending from the St. Louis river to the St. Croix. As we were riding along near this line running from Duluth up the former river, he gave us a description of this survey and pointed out prominent localities on this line. With the aid of nine men, he made the survey between October 20th and November 18th, in the year given. A solar compass was used. The line between the rivers is forty-two miles in length, and on it posts charred at the bottom were set in the ground a half mile apart, and remain to the present day. It does not follow any township or section lines, but for a portion of the way it is three-fourths of a mile from a former line on the west, and a quarter of a mile from a latter on the east. This boundary line was established before the other lines were surveyed. It runs on the whole route through dense woods.

We were especially instructed in Mr. Stemtz's account of his method of locating the northwestern corner of the State. The constitution of Wisconsin, in fixing the western boundary line, establishes this corner in the St. Louis river at "the first rapids in the same, above the Indian village, according to Nicollet's map." This village is known as Fond du Lac, on the north side of the river, and is eighteen miles from Lake Superior. It is situated at a point where the waters of the lake meet in a narrow bay those of the river. But the hight of the lake is known to vary several feet in different years, and this point recedes or advances with the varying hight of the waters in the stream near this village. When Mr. Stemtz was proceeding under his instructions to locate this northwestern corner, the chief of the Fond du Lac band of the Chippewa Indians, who resided at this village, contended that the first rapids were immediately in front of this place, opposite a store-house which a trading company had erected. On account of the high waters of the lake prevailing at the time of the survey, no such rapids were visible near the village, though they were afterwards seen by Mr. Stemtz. The river immediately above Fond du Lac flows quite swift for some distance, and it was difficult to locate the exact point where the rapids begin, which extend up the river for at least six miles. Mr. Stemtz hit upon the plan of fixing this point by paddling a canoe up the middle of the stream, and when he reached a place where he could not, on account of the swift current, propel with his single paddle the canoe further up stream, then he decided that he had reached "the first rapids" in the St. Louis mentioned in the constitution of the State. This place happens to be where the river runs for a few rods due north. On a high bluff just south of this, a quarter of a mile distant, is set the first post in the boundary line. The plan of Mr. Stemtz for locating this corner of the State was satisfactory to the United States government, and Wisconsin gained by it a strip of land at least a half mile wide and forty-two long. At the time of our visit the waters of the lake had set back even above the site of the old Indian village.

MATHEMATICAL NOTES.

XIV. The circular on the grading of the country schools directs the teachers to lead the pupils to construct a table in addition. The following, which is a modification of one prepared by Geo. A. Walton, author of a text-book on arithmetic, will be found suggestive:

1	2	3	4	5	6	7	8	9
10	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8
1+9	11	12	2+2	2+3	2+4	2+5	2+6	2+7
2+8	2+9	3+9	13	14	3+3	3+4	3+5	3+6
3+7	3+8	4+8	4+9	5+9	15	16	4+4	4+5
4+6	4+7	5+7	5+8	6+8	6+9	7+9	17	18
5+5	5+6	6+6	6+7	7+7	7+8	8+8	8+9	9+9

The construction of this table must be quite obvious, the additions being indicated by the sign and the sum given above in full-faced figures.

Here is an addition table that contains all the possible combinations of the separate digits. What there is of addition not comprised in it, lies in the law of decimal notation. No combination is repeated and the table is to be so mastered that the pupil will recognize instantly the sum of any two digits without regard to their order. In teaching the table the pupils should be required to read the pairs of digits backwards as well as forwards.

When these forty-five sums are thoroughly memorized and the pupil has learned the use of each digit in the order of tens, there are two general classes of examples to be extemporized for purposes of drill: (1.) Those whose answers are the successive tens, 11+9, 21+9 etc., 12+8, 22+8, etc., 17+3, 27+3, etc.; and (2.) Those whose answers are numbers within the successive tens, as 12+9, 22+9, etc., 18+6, 28+6, etc. This drill is to familiarize the pupil perfectly with the decimal scale and to make him think his units into groups of tens, and afterwards he will think his tens into groups of hundreds with very little trouble to himself and almost none to his teacher.

NOTES.

A LADY teacher writes: "I have been teaching during the winter term of six months in a new district, where the people are Germans. They had never learned that they were entitled to a Webster's Unabridged Dictionary from the State, until I told them. The clerk, by my suggestion, immediately applied to you, and one was promptly sent from your office. I assure you that I cannot make you fully understand their joy and gratitude expressed, upon its reception, to you, to the State, and more particularly to me as the instrument

by which they became possessed of what seemed to them a treasure. They had never seen a book of the kind, and it was a joy to me to see their joy when it came. The fathers and mothers of the children came to the school house especially to see "the big book."

THE Legislature declared, the past winter, the coat of arms of Wisconsin to be as follows: Arms, or, quartered, the quarters bearing respectively a plow, a crossed shovel and pick, an arm and held hammer, and an anchor, all proper; the base of shield resting upon a horn of plenty and pyramid of pig lead, all proper; over all, on fesse point, the arms and motto of the United States, viz.: Arms, palewise, of thirteen pieces argent and gules; a chief azure; motto (on garter surrounding inescutcheon), "E pluribus unum;" crest, a badger, passant, proper; supporters, dexter, a sailor holding a coil of rope, proper; sinister, a yeoman resting on a pick, proper. Motto, over crest, "Forward."

HEREAFTER the great seal of the state, as enacted by the recent Legislature, shall consist of a metallic dise, two and three-eights inches in diameter, containing within an ornamental border, the following devices and legend, viz.: The coat of arms of the state, as in this act described; above the arms, in a line parallel with the border, the words "Great Seal of the State of Wisconsin;" in the exergue, in a curved line, thirteen stars.

THERE are two Indian boarding schools and nine day schools in Wisconsin. The government of the United States expends $6,242 annually on these schools, and the religious societies cost $1,288 more per annum. Of the total number of Indians in Wisconsin, 1,207 can read, 107 having learned within the past year.

THE Governor of Michigan has appointed Varnum B. Cochran, as State Superintendent of Public Instruction in the place of C. A. Gower, who has resigned to assume the charge of the Reform School of that State. Mr. Cochran is from Negaunee, in the Lake Superior region, where he has been identified for several years with the public school interests.

THE Commencement Day in the State Institutions is as follows: State University, Wednesday, June 22; Platteville Normal School, Thursday, June 29; Whitewater Normal School, Thursday, June 23; Oshkosh Normal School, Thursday, June 23; and River Falls Normal School, Friday, June 17.

SUPT. RATCLIFFE, of Langlade county, has secured the organization of a teachers' association in his county. The first meeting of this body was held the fifth of this month at Antigo, with the following programme:

1st. Roll call at 10 o'clock A. M.

2d. Class drill in Constitution, Legislative branch, conducted by George Ratcliffe.

3d. Class Reading Exercise, conducted by Miss A. Sheriff.

4th. Noon, intermission.

5th. Discussion on the Graded System of County Schools — introduced by George Ratcliffe.

6th. Class drill in Written Arithmetic — Addition to Fractions inclusive — conducted by M. Hafner.

IN THE past year we have twice been in the city of Marinette, the last time about a month since. We found it both times in very flourishing condition. Located on the Menominee river at its entrance to Green Bay, it combines the advantages of being a lake port and one of the outlets for the immense lumber and iron regions that lie north and west of it. We learn that within the past five years, its population has increased 100 per cent. It contains many fine residences, churches, and other public edifices, while it is adding more buildings of every description so rapidly that it is quite impossible to keep account of them. It possesses a fine water power, and is destined, no doubt, to become a great manufacturing point in other lines than lumber, while in the latter it is said to produce the greatest cut of any city in the State, and is little behind the largest lumber manufacturing city in this country.

As might be inferred, its schools are increasing in their enrollment beyond all ordinary calculation, and the board of education find it a difficult matter to provide accommodation for all the pupils. We understand that the people are contemplating the erection of a new school building sufficiently commodious to answer the requirements of the place for some time. Heretofore, the high school has been quartered in the same room with the grammar department, and, as a consequence, both have been severely cramped for space. We trust the enterprise of the people of Marinette with regard to educational matters will keep pace with their commercial and manufacturing spirit. There certainly is no city in Wisconsin that can better afford the erection of an excellent school building, nor pursue a more liberal educational policy. Its neighbor, across the river in Michigan, is now building an elegant school house. We have had the pleasure of examining the new Course of Instruction, Rules, etc., which the board adopted this year, and can see no reason why Marinette, if it adheres to the new policy and provides good facilities, will not rank in the front as regards her schools. Prof. Auerswald, who has served as principal the past year, has labored most faithfully and with excellent success in improving the condition of the schools in every department. He is aided by superior teachers, and enthusiasm and good order are everywhere visible.

THE Beloit High School graduates 26 pupils this year. Their closing exercises were held Friday afternoon, June 24, in the Presbyterian Church.

MISS CLAPP, Supt. of St. Croix county, writes under date of 8th inst.: "I have visited, this spring, 45 schools. I find quite a good effort in the work of grading. Our primary work, I think, is improving much. I feel much encouraged from the schools already visited."

On the 24th of May, Mrs. Abba A. Salisbury, the wife of Prof. Albert Salisbury, of Whitewater, departed this life. During the winter she began to exhibit the symptoms of quick consumption. In March her husband accompanied her to southwestern Missouri, and placed her in the care of his sister, hoping that a milder climate might invigorate if not cure her. For a time she seemed to improve, but in the last week of her stay there she rapidly declined, and was brought home to remain with her family but a few days. She was born in Allegany county, New York, in 1845; moved to this State twelve years afterwards; received her education in Milton College; taught school several years, and was married in 1866. She was a woman beloved by all who knew her. She had a mind very active and with keen perceptions and excellent judgment. She was always thoroughly earnest and energetic. In her affections, she was steady, while ardent and confiding. The writer of this item remembers meeting her nearly twenty-five years ago, and was impressed by the modest dignity of her appearance, the sweetness of her disposition, the intelligent expression of her face, and the evident firmness of her purpose to improve her mind and heart. She died, as she had lived, a devoted, self-denying christian.

It is understood that Supt. McCleary, of Pierce county, has been tendered the position of institute conductor in connection with the Mankato Normal School, Minnesota. We are not yet informed that he will accept the position.

Prof. B. M. Reynolds, of Northfield, Minn., has accepted for the coming year the Superintendency of the public schools in the flourishing city of Fairibault in the same State. We extend to him our congratulations.

The State Superintendent has received from the Secretary of State the following certificate, bearing date June 10th, 1881. "In accordance with the provisions of section 260 of the Revised Statutes, I hereby certify that the interest accruing and found due on all the certificates of indebtedness belonging to the School Fund up to and including the 31st day of May, 1881, is $109,389.00, which amount of interest I have placed to the credit of the School Fund Income. I further certify that the balance in the State Treasury on the 31st day of May, 1881, belonging to the School Fund Income and received from other sources, was $86,807.28; and that there is now in the State Treasurer's hands, as appears by his certificate filed this day, a further sum of $5,000.00 due and paid before the said 31st day of May, and properly apportionable, but not yet formally passed to the credit of said Fund, making a total of $201,196.28, on the 31st day of May, 1881, properly to be apportioned by you among the several counties, towns, villages, and cities, under the provisions of section 554 of the Revised Statutes."

The State Superintendent has apportioned $199,665.63 of the School Fund Income for this year among 481,122 children of school age in the State, making 41½ cents per capita. This is an increase of one and a half cents for each child over the rate of last year.

THE following is the income of the School Fund and the sum apportioned to each child of school age for the past ten years:

	Income.	*Apportioned per Child.*
1872	$163,308.21	$0.39
1873	181,056.12	.42
1874	183,097.74	.42
1875	186,409.05	.41
1876	192,739.74	.41
1877	189,553.13	.41
1878	185,368.44	.39
1879	188,702.98	.38
1880	195,789.31	.40
1881	201,196.28	.41½

Under the administration of the present State officers for the past four years there has been a steady increase in the income of the School Fund, reaching for this year nearly sixteen thousand dollars over the amount in 1878.

The Chippewa County *Independent* has the following:

"It is a fact that a saloon is occupying the lower story of the building used for school purposes on Spring street, and on Monday morning the school opened with a bar on the floor below. Our reporter visited the building on Saturday, and the proprietor was then dealing out beer, and informed the writer that he had an application in for a license. It does not seem possible that our council will grant a license under the circumstances. If they should it would be an outrage against common decency, and an insult to God and man. It happens that there is no written contract for the premises, and as a result the community is at the mercy of the owner of the building. This loose manner of doing business is not in keeping with the spirit of our school law, and hereafter our business should be done in a more careful manner."

THE *Merrilan Leader* has the following in reference to a recent marriage in the village:

"Mr. Deming is principal of our schools, and is held in high estimation by the people of this place. Mrs. Deming made a large circle of friends here while teacher of one of the intermediate grades of our school. As she was then under the supervision of Principal Deming, it is perfectly right and natural that he should now come under her supervision. We extend our congratulations. May devotion to domestic duty be the Principal's principal principle the rest of his life."

THE WISCONSIN JOURNAL OF EDUCATION, for February, has a new department entitled, "Newspaper English." We are glad to see it. Heretofore Newspaper English has been considered beneath criticism. If, however, newspapers are to be used as supplementary readers in our schools, it will be well for teachers to pay attention not only to the thought expressed, but to the style of expression. Much that is written for our papers is written in haste and in the confusion incident upon a hurried business life, but nevertheless Newspaper English is a convincing proof that our schools are susceptible of improvement in the matter of teaching language.—*Brodhead Independent.*

THE KINDERGARTEN department of the Normal School, under the direction of Miss Nellie Talmage and assistants Misses Hicks, James, and Bloss, has been crowded with visitors during the last week. About twenty of the "little darlings" are congregated here each forenoon, and seem to take far greater delight and interest in their school duties than children did in days of yore. The department was organized for the inspection and observation of the Normal students, and Miss Talmage has organized a class of students, to which she delivers practical lectures on kindergartening three times per week from 4 to 5 p. m.—*Oshkosh Northwestern.*

PROF. D. GRAY PURMAN, formerly of the *Platteville Normal School*, and for sometime past an Examiner in the Patent office at Washington, has been admitted to the bar in the District of Columbia.

MR. C. S. BACON, formerly first assistant in the Racine High School, on Saturday accepted a very fine situation in the German and English Academy in Milwaukee. Mr. Bacon, by his faituful and efficient work in the schools of Racine, made many friends here in educational circles. He takes with him to Milwaukee the best wishes of the community. The German and English Academy is very fortunate in being able to secure the services of such a man as Mr. Bacon.— *Racine Journal.*

THIS is the way "ye local" of the *Evansville Review* refers to the Institute girls recently gathered in his village:

"School ma'rms to the right of us; school ma'rms to the left of us; school ma'rms in front of us, on sped the six hundred." We did not know there were so many school ma'rms in Rock county. The most of them were pretty, some of them looked as though they had been pretty at one time, and others were just budding into prettiness. They were pretty tired and glad when the institute and examination were over with.

PROF. A. F. NORTH publishes in the Waukesha *Freeman* an account of a recent visit to the Blind Institute at Janesville. From it we make the following extracts:

"Being in Janesville lately, I took occasion to visit the Institution for the Education of the Blind under the care of Mrs. Thomas Little. The buildings devoted to this work are plain, substantial, and comfortable, beautifully and healthfully situated in the neighborhood of that city. According to the report there have been 78 pupils enrolled during the past year.

The superintendent and teachers cordially invited me to make a thorough examination of the various classes, putting them to the same tests that I would subject similar classes to in common city schools. I listened to their recitations in Higher Arithmetic, English history, and Geography and to my great astonishment, I must confess, found them as thoroughly *furnished* as any similar classes having sight which I ever questioned. And it was no mere rote work either, they stood questioning and cross-questioning, assigning reasons and drawing conclusions with the utmost alacrity and cheerfulness.

A hasty glance through the work-shops and at the pupils during recess gave abundant evidence that a happy order and modest comfort were characteristic of the establishment. Should it be my lot to be cast in that neighborhood again, with an hour to spare, I shall certainly devote it to the blind. Let me recommend all who can conveniently visit this Institution, to do so. I am sure they will leave it with a higher conception of its usefullness and with a most distinct satisfaction ever after in paying the comparatively small tax necessary to its support."

PRIMARY FRIDAYS is the title of a small 25-cent volume edited by Helen Gilbert, and published by S. R. Winchell & Co., Chicago, Ill. Any primary teacher who would not regard this little book as a boon must be a remarkable exception to the long list of such teachers whom we have known; and any parent who has been appalled by the demand of two or three youngsters for "pieces" which he could not supply, and would not pay the price two or three times over to get at this delightful collection, must be either a marvel of economy or endurance. Our nine-year-old, to whom we have presented our copy, has given bonds to keep the peace for six months, and we are happy.

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FUTURE WORK IN THE GRADATION OF COUNTRY SCHOOLS.

(Paper read by W. C. WHITFORD, State Superintendent, July 5, 1881, before the Annual Meeting of the Institute Conductors, held at Appleton, Wis.)

No apology is needed for introducing this subject for discussion at the present meeting. The institute conductors of the State have greatly aided in maturing the plans already adopted for the organization of the country schools on their new basis of gradation. We shall be dependent largely upon their efforts to secure, as soon as practicable, the general acceptance of these plans by the teachers and district boards in charge of our public schools. In fact, the course of instruction taught this year in our institutes is so connected with this movement that the study of one materially helps to understand the other. Next to the improvement of the quality of the teaching in our schools is the use of the means by which their management may be made more efficient under this teaching.

The experience of the past year in completing the scheme for this grading system and in inducing the country schools to adopt it, furnishes a few noteworthy suggestions on the course to be pursued in the immediate future. They are as follows:

1. We must stimulate and preserve a more healthy enthusiasm in this work. Like all other great enterprises, it must be sustained by strong convictions and earnest feelings. Its chief objects and and methods should receive the unanimous and hearty support of

our teachers and school officers. The valuable results which it can gain for our schools, not the difficulties which it encounters in securing a recognition, should command our main attention. Nothing tends so effectually to destroy a cordial interest in any educational movement as the habit of searching for petty defects in it and of emphasizing them constantly in our opinions and actions respecting it. An overcritical and fault-finding spirit always disqualifies its possessor for leadership. Success in any difficult effort depends upon enlisting a sufficient interest in its salient points, so that the imperfections observed in it and the hinderances found in its progress do not distract nor dishearten its supporters.

This gradation of the country schools embraces a great truth, not new in itself, but recent in its application to this kind of work. It is the establishment of a wise and orderly procedure to control the pursuit of the branches taught in these schools. It has the power to quicken a sincere and intelligent zeal in advocating and incorporating it as an organizing principle in this portion of our educational operations. The more complete and well-balanced training which it provides for tens of thousands of our school children, should arouse a general and well-sustained desire to realize speedily its best effects in our ungraded schools.

2. We should firmly adhere to the principal plans and arrangements already adopted for the establishment of this work. They are founded without doubt, in the correct and permanent ideas of gradation in the public schools. After mature reflection, they have been approved by nearly all our prominent educators in the State. They have been introduced into several hundred schools the past year, on the authority of our teachers, county superintendents, and school boards, deffinitely expressed at their meetings. They must be accepted as sustained by the wisest thought and the strongest legal power now at our command in the different sections of the State. Thus far the indications are very clear that there will be a very general adoption of the distinctive features of this grading scheme. They create the feeling of decided encouragement, as scarcely any dissatisfaction with the main plans, any tendency to schisms in the prosecution of the work, and any impracticable and eccentric movements have been exhibited.

The following steps have been taken to inaugurate this system

of gradation: (1) For the purpose of awakening a wider interest, and of unifying the efforts of all engaged in the work, a circular in the form of a pamphlet, setting forth in detail the features in the system, has been printed by the State and very generally distributed in the counties among the teachers and district clerks. (2) In this circular the obstacles in the way of introducing the sytem were distinctly outlined; the principles which should be recognized as constituting the basis of the system were carefully enunciated; the authority for the establishment and even the enforcement of the system was definitely stated; the plan for the arrangement of the pupils in each school into three grades or forms was fully described. (3) The most important feature in the whole work, the construction of a satisfactory course of study in details, has been effected, and furnished for use in all the ungraded schools of the State. (4) The teachers of these schools have been supplied with proper directions for the true classification of their pupils under this course. (5) A model programme has been devised for the daily recitations and the times for study by the children in the schools. (6) A superior system of keeping the school records has been approved by the Institute conductors, received the official endorsement of the State Superintendent, and been introduced into over seven hundred schools. (7) Careful instruction has been presented in reference to the examinations for the promotion of pupils from one grade or form to another, and for their graduation in the full course of study. (8) Useful forms of certificates to be granted at promotions, and of a diploma at graduation, have been devised and printed to be supplied to teachers at a very reasonable cost. (9) A simple scheme for monthly and term reports of a country school organization on this system, has been prepared for the use of teachers, district boards, and county superintendents. A vigorous and united effort should now be made throughout the the State to introduce these indispensable facilities for the establishment of this system.

3. We should exhibit no spirit of impatience and undue haste in securing the adoption of this grading scheme. Perhaps, five hundred schools in the State have been organized under it this year. As many more, we trust, will be added to this number next year. Certainly, this is an encouraging indication. We must expect slow

progress in the work. If we succeed in the next ten years in bringing all the ungraded schools or nearly all of them under the system, we must be abundantly satisfied. We have to contend with regulations in the school room, which have been in use for at least fifty years, and with the established practices of school-districts, in which the commuities are the most conservative of any in the State. They are the least inclined to be influenced by new ideas, and to work under unfamiliar methods. The prevailing system of teaching in our ungraded schools tends universally to produce an unbalanced education in the minds of the pupils, the most serious difficulty which we have to meet. It will take years to overcome this effectually.

An adequate view of the magnitude of the work upon which we have entered, as well as of the surpassing good to result from it, most lead to the formation of the settled purpose to prosecute it to a successful end. The feeling of discouragement should have no place, at any time, in our minds. A cowardly spirit should not be allowed, under any circumstances, to paralyze our efforts, as the severe and prolonged struggle before us is considered. We should accept cheerfully the hard and increased labor which must devolve upon us. Every opportunity for the permanent establishment of this system in a county or even in a school-district, should be gladly embraced.

The long time occupied in the introduction of the graded scheme into the schools of our villages and cities, and the still unaccomplished work of uniting completely the educational operations of the State into a system which begins in the primary school and ends in the University, should teach us "festina lente," *make haste slowly* in our efforts.

4. We must not cease in our exertions to concentrate all the agencies at our command to secure the adoption of this system of gradation. A most admirable point in our past endeavors has been the willingness of nearly all classes of persons in charge of our educational forces to aid in this movement. Public school teachers, district boards, county superintendents, institute conductors, principals of high schools, the State Normal Schools, editors of educational columns in the local newspapers, and the State Superintendent, have all contributed to draw favorable attention to this work, and

to further its introduction into our schools. From no source have we seen any serious objection expressed against the scheme. Seldom has any other radical change in our school management elicited such general and cordial approval. The truth is that we have not heretofore sought to improve the ungraded schools, with the same degree of earnestness as we have the other public schools and our higher institutions of learning; and the defects in the ungraded schools are so apparent, and the means devised for removing these defects are so judicious and effective, that this scheme receives the almost universal commendation of our leading and intelligent citizens.

We still need to create a sentiment in favor of our work among those most immediately in charge of the schools to be affected. We should strive to impress upon them the duty to introduce the proposed innovations at once, and to persevere until they are incorporated into the country schools. District boards should be made to understand more clearly the nature of this scheme; county superintendents should still cause its principal features to be discussed at the meetings of the teachers in their counties, and they should arrange to deliver lectures upon its advantages before audiences composed of the parents and children in the school-districts, and collected at school-houses in the towns under their jurisdiction; our teachers' institutes should, year after year, set forth with greater force its distinctive methods; our Normal Schools should make it a point for each graduating class to become fully acquainted with its fundamental principles and objects, if not with its processes and details; the annual sessions of our State educational bodies should, by discussions and resolutions, emphasize more strongly its utility; and the State department of public instruction should continue to impress its present need by our schools upon the public mind by correspondence, by articles published in the newspapers and educational periodicals, by addresses, by issuing circulars, by enlisting the interest of State officials, and by items in the annual reports. To organize all these agencies for the prosecution of this work has been a most worthy task, and to hold them steadily to the objective point in view is to ensure the more speedy and complete success.

5. The question will be mooted, it seems to me, in the course of this movement, whether legislative action shall not be called into

use to secure the adoption of a comparatively uniform course of study in all our ungraded schools. The ultimate authority to construct a complete course for any such school and to adopt it therein, now rests with the district board. County superintendents may recommend a scheme of studies and insist upon its introduction into the schools, and the State Superintendent may earnestly advise that such a scheme be used throughout the State; but if the school boards are indifferent or opposed to the measure, there is no remedy in the case. The school cannot be required to accept the scheme. Other States have furnished us examples of the enforced adoption of similar courses of study by the public schools. The State Superintendent may well be given the power to devise a course, based upon the studies authorized by law to be taught, and then to place it in the hands of the teachers and district boards for them to use in the schools. If the latter should fail in this, the share of the public money coming to their schools should be withholden.

6. We must depend, in the more immediate future, very largely upon the efforts of the teachers of the country schools to secure the establishment of this grading system. They are in close contact with the school boards, the parents, and the pupils; and they can most easily influence these to accept its features. They can best realize the advantages of the new organization of the schools. By their attendance at the institutes, by the instruction some of them receive at the Normal Schools, and by listening to discussions at the meetings of their associations, they acquire a better knowledge of the principles and methods of this system of gradation. Especially upon them is placed the feeling of responsibility for the successful management of their schools, and they enjoy above all other persons the satisfaction of seeing the progress effected therein. They usually regard themselves as amenable in several ways to the county superintendents, whose suggestions and plans they are generally disposed to adopt. With them the district boards are obliged by law to consult in reference to the instruction and government of their schools. They have, in several important points, conjoint authority with these boards in exercising supervision over the formation of classes, the arrangement of subjects to be studied by the pupils, and the regulations for the promotions from the different

classes. Practically these points and others connected with them are almost always left to the discretion of the teachers in the ungraded schools. Their efforts to induce the pupils to accept this system are usually regarded with great favor by their district boards, even when the latter have granted them no authority in the case. This fact can be accounted for on the ground that there is a conviction, sometimes even quite indistinct, among these boards and the other people of the districts, that the position of a teacher confers in itself upon him the power to use and enforce the measures which improve the work of the school room. Surely, this power of the teacher is enhanced whenever the school board of his district neglect or refuse to act upon such a subject, and leave to him all the responsibility as well as all the labor of introducing the new and approved methods of teaching and organizing his school. I believe that he will be legally sustained under such circumstances, in exercising the authority as inherent in his position to use the course of study and the other facilities for grading his school.

Then why should we not direct our attention, at the present time, chiefly to pursuading and instructing these teachers that they may intelligently and energetically work to establish in the country schools this scheme of gradation?

EXAMINATIONS IN SCHOOL—THEIR METHODS AND FUNCTIONS.

(Read before the State Teachers' Association, at Appleton, July 7, 1881, by SUPT. HENRY NEILL, of Columbia County.)

The subject of this paper should be to every teacher and friend of education a topic worthy of the most serious consideration. In it we have to deal with a practical problem which is becoming every day more and more the demand of the hour. We not only wish to determine our progress in the arts and sciences, in the different subjects and branches of education, but we are ever called upon to make examinations the test of superior ability for position. Military and naval promotion exacts it, civil service reform demands it, and our statutes require it in relation to the teaching force of our public schools.

If there were no other reasons, a fitting preparation for these would seem to demand a like experience in our schools. But there are few callings in which qualifications are necessary to the position that examinations are not required either as a means of determining whether the requisite qualifications are possessed by the applicant, or as a means of finding out whether certain intellects are up to a prescribed standard. It is under the latter condition that nearly all of our school examinations range themselves. A course of study is prescribed and a certain length of time given in which to complete it; but as these two limitations do not determine the character of the work done, a third requirement — thoroughness — is added. This last element is usually determined by test. Granted, then, that examination is a necessary adjunct of school work, what are its methods and functions?

There be only two ways in which all tests in this field of inquiry are applied — the oral and the written. A combination of the two is a method of investigation which has its excellencies over either alone; but in the details of its application it cannot be other than the oral and written methods alternately or consecutively applied. A fourth plan, or at least part of one, might be termed "practical observation," or that in which the examiner sees the examined in the actual work of the school. The truest estimate of an individual's ability and qualifications can only be obtained by a judicious use of all these means.

In our well-filled school rooms, where time becomes such an important element in all our work, the written method has decided advantages. By this method we can apply the test to one hundred almost as readily as to one. Time is economized so far as the school as a whole is concerned, and as regards the examiner, he has a store of facts to be judged at his leisure. The process is not so exhausting to the examiner's powers of endurance, nor yet so trying to the nerves of the examined. There is less of that feeling of individual contact between the principal and the subordinate, therefore less restraint. To the examined there is a lighter sense of the intellectual inequality that exists between him and his interrogator, and consequently greater freedom from its embarrassing influence. The medium of the examination paper serves, in a great measure, as a conductor to carry off that sense of uneasiness

which arises from too close contact with superiors. To a certain extent this is desirable. For the ordinary purposes of school promotion examinations should be such as to give the fullest and freest play to all the faculties, to find under the most favorable conditions possible how much the scholar does know, and not what he does not know; for we all know that we know little enough at the most.

In the oral test we determine more accurately the poise of the child-like emotions; whether there is an equilibrium of temperament that will enable the scholar to control the workings of his mind and to concentrate them upon the solution of the problem before him. If he preserves a proper balance his conciousness plays freely with the work in mind and we are likely to appreciate the full measure of his ability. Perhaps, by reason of divided attention, he cannot do his reasoning powers justice in a written examination, but now that he has laid writing aside and has the power of withdrawing himself from tangible hindrances and being wrapt up entirely in the process of solution, he earns the credit by an oral examination that he would have lost by a written one.

But, since the ability to control our thinking powers and, at the same time, to commit the product of that reasoning to paper is so pre-eminently a practical necessity and mark of scholarship, we conclude that the pupil who can do both is deserving the greater credit. And for this reason, if no other, we would emphasize the need of written examinations. Still there is much to be said in favor of the pupil who can pass a good oral examination. In the written attempt much of his failure may be due to mechanical hindrance or an inability to write as fast as he thinks and consequently to a friction between thought and action, usually to the injury of both. Those who have had experience in examining candidates for teachers' certificates must have observed that applicants who pass poorly in written examination, but have confidence and tact to control their thoughts in oral work usually meet with a greater degree of success in the school room. This faculty of being able to explain well what little one does know, is a very valuable element in the qualifications of the teacher as well as of the master mind in mechanical spheres of instruction, and should be recognized fully in the scholar.

As a result of the daily work of recitation, the teacher at the end of a stated period of time, say a month, term, or year, must be so well acquainted with the pupil's temperament and ability to respond orally, as to dispense with the formal proceeding of an oral examination. The great number of pupils to be examined in a short time precludes the idea of such a method. Thus the field of discussion is narrowed to the consideration of *written* examinations in school, and we are led to inquire into their functions.

If, as has been already assumed at the outset, pupils are to advance in a prescribed course of study, it is presumed that promotion will be contingent upon thoroughness determined by test. We have already learned, during the daily work of the term, the pupil's ability to respond orally, and have received the measure, to a certain extent, of his reasoning and logical powers, as we have watched his efforts to elucidate the difficult points of his lessons. His willingness to apply himself and his capacity for work are also elements of much value in the final estimate of the pupil. Even taste in the arrangement of his work, which should be an important factor in written examinations, will be foreshadowed in the daily recitation. It then remains for the written test to determine whether, in the course of a certain period of training, the scholar has so assimilated the facts of the text-book, and those given him by his instructor, to his own mode of thinking, that he can readily reproduce them in his own language. Questions for examination should not be of such nature that they will simply be a test of the pupil's memory as being a storehouse of dry facts and dates. In history, and even geography, the tendency will be very much in this direction. It should be carefully guarded against, and the philosophy of the subject, so far as the pupil's age, acquirements, and mental caliber will admit, ever kept in view.

A good memory will greatly aid the pupil to pass a creditable examination, especially in certain studies, and were all so provided there would be little need of examinations at all as a test of mere memoriter work. It has been discovered long before we reach examination who are possessed of good memories. The real end of our test is to prove the *quality* of the work done, not the amount retained, as that has been already prescribed by the course. Judged in this respect, the child of quick intuition is often more than a

match for the one of retentive memory. Much will depend upon the character of the questions, which in turn will be moulded by the peculiar aim and bias of the examiner.

But here another thought comes to the surface in considering the functions of an examination. It must be evident to every teacher of experience, that he is liable to fall into certain beaten paths or stereotyped modes of instruction. His pupils will imitate and give evidence of the same limitations in their work. Nowhere will this become more apparent than in the results of examination. The inference will be significant. It may be that he has need of further and broader study (what teacher has not), of richer illustration, that he may give greater variety and mode of thought to the minds of his pupils. If an examination will develop this need in school work, it has accomplished a good end, and will serve to quicken a new purpose.

Greater controversy will arise in the discussion as to whether examinations are held for the purpose of review and fixing, as it were, permanently in the mind of the pupils the work they have just passed over; or whether they are intended as the test of merit by which and on the strength of which the pupil receives awards and promotion. We believe both to be the legitimate and necessary results of the test.

No one, I think, will dispute the fact that the instructor, who has spent the month, the term, or the year in the school room and the recitation, is best qualified to say which of those under his charge stands pre-eminent in the work of the school, or whether any or all of them are up to a certain standard of excellence necessary for promotion. A judgment, the result of a whole term's observation and experience, is more likely to be correct than an opinion based on the excited work of a day. Granting this to be true, examinations can be necessary for only two reasons: first, to eliminate error in the judgment of the teacher, defective by reason of incompetency or partiality. Examinations, written or oral, admit of sensible proof, true in the majority of cases, of the correctness or incorrectness of the instructor's expressed judgment. Secondly, the examination may be necessary as an incentive to review, so as to fasten more firmly in the mind the work of the term, by bringing it up in one connected view. Reviews, it might

be said, would accomplish this of themselves, without the further labor of an examination; but the work of the review will be more thorough when the scholar knows that his progress is marked, and his promotion conditioned upon the examination consequent to it.

As applied to awards and promotion, the examination assumes a two-fold function: first, as to the highest test; second, as to the general test. The former is competitive; the latter gradatory. Both are the natural outgrowth of school work. In the first instance, the award or prize may be the fruit of the term's work averaged with the final examination; or it may be the palm of competitive superiority, determined by special test in examination. Where the competitors are from different schools, or the examiners are other than the instructors, the latter is the only way to reach a decision, in the main, correct. In either case, the pupil in his previous study and preparation is spurred on by the fact that this examination awaits him in the end.

For purposes of promotion, the stress laid upon examinations as the sole test of proficiency, should not be so great as in the competitive work. We are a hurrying, bustling, crowding people at our slowest; continually working everything at high pressure, and nowhere is this more apparent than in the better class of our graded and high schools. Discipline and study are prescribed with mechanical exactness, and woe to the pupil who fills not the measure of both. The thumb-screws of authority or the dread of an exacting examination are brought to bear upon him, to enforce greater activity or relegate him, soured and disheartened, to a humbler rank. The results of this high pressure are nervousness and sleeplessness; mental and physical prostration for want of physical exercise; and health itself seriously impaired, that the prescribed test may be honorably passed. This were a sacrifice too great! The limitations of this trying ordeal cannot be too judiciously set. Where the teacher is impartial and thorough in his work, there will be little need of an examination to determine who are fit for promotion; but since there are always exceptional cases, among both teachers and scholars, tests of the work of both should be made at stated intervals, by means of examinations which would determine the progress of the school, the fitness of the pupil for promotion, and the general character of the work as a

whole. For the harmonious and systematic working of the classes, it is necessary that pupils be promoted from time to time, and when this is to be determined in part by a written examination, it creates a hearty emulation and friendly rivalry which should not be overdone to the extent of endangering health or discouraging the pupil of average ability.

PRESIDENT BASCOM AND THE HIGH SCHOOL.

LABORATORY OF THE MILWAUKEE HIGH SCHOOL, May 7, 1881.

Editor of the Wisconsin Journal of Education:

DEAR SIR:— In the able report of President Bascom of the State University in the State report, just out, I notice some criticism on certain tendencies in the high schools of the State, toward a narrow view of their relations with the State University. "The narrow sentiment that the high schools have to contend with," says the President, "is that they are diverted from their primary and more local work by any shaping of their instruction to fit students for the University." That the spirit of any school is bettered by standing in a direct line with a higher course of study is self-evident. And with all that he says as to the benificial influence of the sympathy and support of those citizens who purpose to give their children a higher course of education, I fully agree. But what course any school should adopt as the best, seems to me, can scarcely be decided without a due regard to the needs of the majority of the pupils attending. "If it be true that the work done for the University diverts attention from the much more important work to be done for scholars who go no further than the high school, we should accept," says President Bascom, "the objection as a fatal one to any effort to unite the higher and the lower grades of instruction." Considering the problem from the stand point of the high school, I desire to call attention to the facts so far as they affect the Milwaukee high school, and it possibly may be true that other schools in the State are in the same position. Our course is divided into two sections; a student may choose the classical or the modern language course, and each course

leads up to any of our Universities,— in fact was arranged to suit their requirements for admission. The school has had an enrollment of pupils since its establishment, as follows:

1868	81	1875	200
1869	100	1876	131
1870	88	1877	187
1871	134	1878	219
1872	202	1879	249
1873	145	1880	322
1874	128		

The total number attending in the past eleven years is 2,186, of this number 110 graduated; 47 of whom passed to the normal school after the third year; 16 entered college. That is to say the course is arranged to meet the requirements of the sixteen rather than the 2170. It needs a more detailed knowledge of the workings of our high school to understand the full force of the statement. Suppose we follow the classical division of the class of 1875 (extracts from records). In the first year it numbered 89; the second year 49; the third 28; the fourth 11. One half of the 89 (44) began the study of Latin; the second year only 24 of the 44 returned; the third year 14 still continued the study; the fourth year the original 44 had dwindled to three. In 1876 the senior Latin class numbered two, and the Greek class two. Between two and three is the average Greek class for the fourth year; while the year previous it may have been ten to twelve. What has been the result for the class under review? The 24 students that left the school at the close of the first year studied latin for one year to the neglect of other more important subjects. When students are forced to leave school at the end of the first or second, or even the third year, it seems to me that their time may be more profitably devoted to the study of their own language, elementary science, and history, than to the study of Latin or Greek. Huxley in a recent address at the opening of the Mason College remarked that "For those who mean to make science their serious occupation or intend to follow the profession of medicine or *who have to enter early upon the business of life* — for all these, in my opinion, classical education is a mistake." This year with an enrollment of 300 students, we have in the senior class only two students who intend to enter college. So plausible is the theory that all the schools "should accept the upward relation and fully meet its

duties," that we have allowed the Greek and Latin to crowd out instruction in political economy, geology, physiology, and hygiene. Contrariwise, suppose we arrange courses for the two classes of students, then we should be obliged to form classes numbering two or three, and costing the city about $1,000 for the language instruction to the senior class. Would it not be a wise economy to let the private schools assume this responsibility? One course is well enough if completed by the four years course of the University, but is exceedingly one-sided when it comes to an end, as it does for about seven eighths of the schools, at the end of the third year. How far these conditions prevail in the other high schools of the State I am unable to say. In the State report for this year 95 high schools are reported; the total attendance at the University this year is 324. Probably one quarter of this number were prepared in private schools or outside the state, but assuming that the 95 high schools do the whole work of preparation and that they send to the University one hundred students each year, then we get an average of one student per school per year. Superintendent J. T. Lunn of Sauk county — whose experience and judgment entitles his opinion to great weight — in his report of the past year remarks that in some of the high schools in his county "the tendency is too much toward such preparatory collegiate course regardless of pupil's intentions or opportunities to pursue it and hastening over and leaving pupils poorly grounded in the more cammonly used branches." So far as my observation extends the dominant sentiment on this question is the exact reverse of the one suggested by President Bascom. That as a matter of fact the needs of the large number of students who finish their education at the high school are sacrificed to the needs of the small number preparing to enter college. The courses of study of high schools, as shown by their published catalogues, force the conclusion that the college is the ultimate goal of all their work. The essay of President Bascom looses much of its value from his apparent imperfect knowledge of the circumstances under which the high schools of the State are obliged to work. Whether the sentiment that he stigmatizes as narrow be so or not, is, we suggest, entirely a question of fact. We urge all students to enter the University, but if they are unwilling or unable to do so, then in my opinion

the course should be so arranged as to afford them the most symmetrical education possible within the three years that they remain with us, if needs must be, to the neglect of the three or four students fitting for college. Respectfully,

GEORGE W. PECKHAM.

PROFESSIONAL WORK AT THE NORMAL SCHOOLS.

(Extracts from the Annual Report of President PARKER, River Falls Normal School, made to the Board of Normal Regents, July 12, 1881.)

During this year practice has been greatly expanded, bringing every Normal student into vital sympathy with it, and into vigorous activity for its excellence. The scheme of practice is preceded by definite observation that provokes inquiry as to reasons for specific procedure of model teachers, and this inquiry at once becomes the sustaining power for painstaking study of methods,— practice proper, under supervision, coming to correct and reinforce the theoretic conclusions of students as to the real merits of their opinions. The theoretic professional work has been directed in the channel of school law, school organization and instruction, reaching into methods of instruction in each branch of common school study; and the amount of real investigation that students have made in order to determine the reasons for actual procedure, is a most hopeful indication for district schools. Teachers, whose methods are unchallenged by intelligent supervision, tend to drift unreflectingly into methods that are only accidentally philosophical, or by imitating others, teaching, as by accident, they select methods with little or no reference to the relevancies of the child's thought. Non-supervision accounts for oral spelling, where thoughtful persons realize that written spelling is the universal practice out of schools; it also accounts for the dreary reading lessons, in which not to call words at sight and failure to understand the writer's thought, are average conditions, whereas to read silently the printed page with the mind open to impressions, is the object of reading nearly everywhere but in school; and *drift* accounts for the monstrous management that makes prisons of schools and obstacles to subsequent good citizenship, whereas by judicious teaching of the

teacher-student the chief obstacle to the true aim of school, general and detail, is replaced by wholesome methods that commend themselves by the certainty of results in lives to the approval of common sense of pupil and citizen alike. This claim for the superiority of Normal instruction is well founded. The transforming process of study and of practice of teacher-students is patent to the reflecting observer almost from the time of the student's advent in the school. At once he learns how to study by concentrating observation and authorities on the objective, thus discovering the potency of lines of thought having wide relevancies, and establishing generic associations,—students feel the stimulus of numbers seeking similar ends, and all move by the intelligent aid constantly at hand during the formative period. It is no exaggeration to say that the appliances of the Normal School reveal such possibilities that the school is required to exercise constant care over the bodily health of the students, in their intense desire to avail themselves of its advantages of study. * * *

In consideration of actual work performed in district schools by teacher-students who attend the Normal some portion of the year, and in view of the extreme mobility of the actual teaching force in the district, it is of prime importance, under the law, that the organization of the Normal faculty be such as to enable the school to devote superior teaching force to those pupils who are known as first year students,—not at expense of those who complete the course, but parallel to that effort. That some students attend the Normal for a short time and depart with the bare thought of the minimum requirements of the school, using it to the detriment of a district school and to the scandal of the Normal, is true; that some students, owing to success subsequent to attendance at the Normal, feel their return to the Normal is unnecessary, is also true; but that the average student is pervaded with high aims and with the purpose of the Normal to do coherent work with vigor, is true, and he becomes a representative of the Normal wherever he may be found, and experience shows that even the young men and women who are joined in wedlock soon after receiving the impress of the school, are far from affording an argument against the system of free Normal instruction, as urged by some persons friendly to the main purpose of Normal instruction; but on the contrary, they

carry to new communities, remote from educational centers, to which their determination to genial industry invites them, the most important factor that can be contributed to any community, found in the habits of clear thought, in scholastic precision, sobriety in all activities and definite plans for good citizenship now and hereafter; and that many of Wisconsin's Normal students find permanent homes beyond its territorial boundaries is true, thus contributing unmistakably to the chief wealth of other states; so, similarly, Wisconsin receives accessions from other states, securing thus an interchange in values of home and foreign talent. Yet the effective force of the school is exerted largely in precisely the direction contemplated by the organic law under which it is operated, to wit: helping the country schools by whatever influence the Normal has lent to its persistent students.

(From President Albee's Report to the Board of Regents, July 13, 1881.)

Total enrollment for the year	613
Number of counties represented	35
Graduates in Advanced Course	5
Graduates in Elementary Course	17
Average number of terms experience in teaching, Advanced Class	12⅔
Average number of terms experience in teaching, Elementary Class	3½

Most of this experience has been gained since their first enrollment in the school, and while in frequent correspondence with members of the normal faculty. This encouragement of under graduates to undertake independent teaching at intervals in the course is found to cultivate maturity of thought that is of great advantage in the severe work of the higher course, and trains to a higher skill for immediate service after graduation.

KINDERGARTEN.

The organization and efficiency of the Model Department has been materially improved during the past year by the work of the Kindergarten. Four ladies have taken training as assistants, but far the greater good has been done by directing the ideals of the student and the community to the certainty that most important training of the child is both possible and *necessary* previous to the rigid routine of the text work. Not a student of the normal course has failed to visit the room and witness the work as often as other

duties permitted; but no formal tests of the influence upon these visitors have been made.

It is clear that in their conception the kindergarten is no longer a "play-school," — they see that brain keeps time with the hand through all the busy session, and they learn the deep lesson that there may be abundant sound and stir that is spontaneous yet not disorderly.

A class of normal students was organized for instruction in the significance and use of the gifts and occupations by the Kindergarten Director.

The increasing interest and intelligence of the people regarding the kindergarten has been practically manifested during the last term by the size of the school being increased to the utmost extent of accommodations, with a large "waiting list" in reserve."

(From the Catalogue of the Whitewater Normal School for 1880–81.)

PROFESSIONAL COURSE.

SCHOOL ECONOMY:— I. School houses and furniture. Lighting, heating, ventilation.

II. School Organization.

III. School Management, founded upon a study of the motive powers in children. Formation of character. Occupations.

SCHOOL LAW:— Wisconsin School Statutes.— Burke's Law of Public Schools.— The School System of Wisconsin.

THEORY OF TEACHING:— Didactics founded on the elementary principles of mental science.

METHODICS AND PRACTICE:— The study of methods in the different common school branches, with at least eight weeks practice in the Model School for each person.

MENTAL SCIENCE with especial reference to teaching.

HISTORY OF EDUCATION:— *(a)* From the middle ages to modern times. *(b)* In the United States. The purpose of this course is to trace the development of the theory and practice of education in such manner as to give a realizing sense of the value of its fundamental doctrines, the manner of their growth, and their present tendencies.

The instruction in this department is in part given in the form of conferences, in which the topics are developed by conversation

between teacher and student, and then formulated by the latter for examination on the following day; and in part by the aid of text-books. The following are at present used in this work: Gill's School Management; Wisconsin School Laws; Burke's Law of Public Schools; Eldredge's Manuals for Teachers, No.'s 1, 2, and 4; Sweet's Methods of Teaching; Carpenter's Mental Physiology; Baine's Mental Science; Quick's Educational Reformers; Bain's Education as a Science.

BOOKS FOR REFERENCE:— The Cyclopedia of Education; The Year Book of Education; Barnard's Journal of Education; Calkin's Object Lessons; Sheldon's Elementary Instruction; Herbert Spencer's Education; Von Buelow's Reminiscences of Froebel.

SUMMARY OF PRACTICE WORK.

In Preparatory Classes	65 weeks.
In Grammar Grade	155 weeks.
In Intermediate Grade	204 weeks.
In Primary Grade	264 weeks.
Total	688
Number of persons who have taught	50
Average time of each	688÷50=13¾ weeks.

SELECTED.

ACADEMIC INSTRUCTION AT NORMAL SCHOOLS.

Academic instruction may be given in Normal Schools to two distinct classes of pupils, professional and non-professional; in many institutions it is given to both classes at once. The dangers of this plan have of late become so evident that many schools formerly admitting non-professional students have now taken measures to exclude them. This is true of the Normal Schools of my own State; in many localities, however, the practice continues, and inevitably places schools of pedagogy in a false position before the people. The elevation of the Normal School to its true plane will undoubtedly exclude all students not taking a regular professional course.

Whether or not professional students shall be pledged to engage in teaching upon completion of their course, seems to depend upon circumstances; they should, as is generally believed, be so pledged in separate State and city schools, established and maintained for

the sole purpose of training teachers for the schools of the locality in which they are situated. The propriety of their being so pledged, where the Normal School is associated with a university as one of the distinct professional schools, is more doubtful, as it would seem to create a distinction between students of this department and those of the co-ordinate schools of law, of medicine, of engineering, or of agriculture, whose students are not pledged to the practice of their profession, though required to follow the curriculum of the school in which the profession is taught. But while it may be doubted whether in a university any properly qualified person, who wishes, for whatever reason, to become a student of pedagogics, can be refused admission to normal classes, there can certainly be no doubt that when thus admitted he must be required to assume all the work undertaken by the other professional students, and under precisely similar conditions. The admission of academic students is injurious to the Normal School both internally and in its relation to the public. The Normal School cannot, in the time allotted to its work, give — even should this be desirable — such attention to general scholarship as will enable its graduates to compete successfully in this respect with the graduates of purely academic institutions presumably of the same rank. To admit this is to derogate nothing from the dignity of the professional school. Extent and range of imparted scholarship, in the usual acceptation of that term, by no means furnish a test of the value of pedagogical training. It is very certain, then, that if non-professional students are admitted, they or the professional students must be placed at a disadvantage; for either instruction will be given with direct reference to the primary aim of the school, as it should undoubtedly be given, or it will take the form usually given to it in ordinary schools, with no attention to the objectifying of methods. In the former case, where mental processes in the reception and imparting of knowledge are constantly analyzed, where the pupil studies each part of a presented subject until presumably competent to instruct classes therein, the necessary attention to detail will occupy much time, which the non-professional student might employ to better advantage in work less critical and analytic, and in a school whose teacher instructs logically, indeed, and philosophically, but with no special care to render his methods objective. If, on the other hand,

it is attempted to adapt the work of the Normal School to the needs of non-professional pupils, its special function is lost; becoming, to all intents and purposes, an institution for academic culture, it forfeits at once the respect of the professional students whose interests it has rendered subsidiary, and its right to claim from the people recognition and support.

The differences of opinion as to academic instruction in our Normal Schools will not, however, wholly disappear with the exclusion of non-professional pupils, but will recur when we seek to decide whether or not the Normal School shall take upon itself the academic instruction of its strictly professional students. The views held on this point by persons of equal ability, honesty, and experience seem often diametrically opposed; they are, however, not irreconcilable. A statement of the opinions held will show that both parties believe the Normal School directly or indirectly responsible for such knowledge of subjects of instruction on the part of its graduates as shall render them competent, so far as knowledge goes, to teach these subjects. The diploma of a professional school is justly understood to imply in its possessor scholarship and character, as well as acquaintance with the principles of pedagogy and their practical application; but the kind and degree of scholarship required will depend upon the kind of schools for which these graduates have been prepared, being necessarily more limited in those schools whose purpose it is to train teachers for elementary instruction than in those whose design is to train teachers for secondary and superior schools. That in either case the scholarship should be, within its natural limits, entirely thorough — more thorough, even, than academic schools can make it,— is undoubted, though it is always to be remembered that graduates of pedagogical courses are not to be judged primarily by their range of scholarship. It is held by many that since it is plainly the office of the Normal School to apply the test to knowledge, it ought, as the basis of its professional instruction, to undertake the academic work necessary to insure adequate preparation on the part of its undergraduates. On this side of the question, it is said that normal work is twofold: the preparation in subject-matter, and the additional preparation to impart a knowledge of the subject-matter when acquired, together with that knowledge of the true aims of education which

forms the foundation for all effective effort in the department of pedagogy.

As opposed to the view just set forth, it has been said and is now very forcibly repeated that no school can properly claim to be professional which admits academic studies under any guise into its curriculum. Conducted on the plan implied by this party, normal instruction will include the science of pedagogics, the history of education, school economy, together with methods of instruction presented didactically. In a higher university course, where the other preparation is assumed, this may be admirable and all-sufficient; in a separate Normal School, or in the normal department of a university, where the needs of several classes of students are to be taken into account, something more is necessary. One point ought, however, to be clearly understood by normal workers themselves and by the people; which is that while it may be necessary for the professional school, in the attempt to adjust itself to the school system of the State in which it is situated, to take on, for the time being, elementary academic instruction, that it does this by reason of the condition of things, as a temporary expedient, not as its legitimate work. Indeed, the ground upon which both parties may meet is not far to seek, and should before the public be strongly emphasized.

Whether branches of instruction be taught *de novo*, or whether they be merely reviewed, each should be presented with special reference to the fact that the student is a prospective teacher, who must not only acquire certain knowledge, but must also be made conscious of his methods, and who must constantly be required to make his acquirements practical by bringing them immediately to bear on the professional labor for which he is in training. In so far as subjects of instruction are thus presented, they fall distinctly into the sphere of professional work, and should be so considered.

In practical adjustment it will be found that elementary studies, so called, should be carefully reviewed but not originally taught; for the pupil can easily acquire proficiency in arithmetic and geography, as well as practical grammar, before attaining that mental maturity at which alone the training of the professional school can be valuable. If the subject be well in mind, a review, when the whole is grasped, will be most effective, and can be turned directly

to account as a means of training in pedagogy. It should be remembered that thorough familiarity with the three R's and their immediate connections is indispensable to the teacher of any grade. The review of such studies is a necessity, in order that the mode of their presentation to classes may be understood by the prospective teacher, who assumes toward the fund of knowledge already in his possession a new attitude at the moment when he begins the work of special pedagogical training. Up to this time, unless he has had his profession in view from the first, and has considered it with more of seriousness and of logical directness than is the habit of youth, he has thought little of the bearing of any branch of study upon his own intellectual development, or upon that of others. Indeed, under all ordinary circumstances, reflection upon the educational value of any subject of instruction is out of the question, before the entire subject, at least in its salient features, shall have been mastered, without also considerable maturity of intellect, and an approximate knowledge of the mind itself in its capabilities and in its mode of development. With more advanced studies the difficulty in originally presenting the subjects as they are afterward to be taught is less than in the branches already spoken of; yet even here it is to be hoped that the time will soon come when a thorough general acquaintance with the matter of instruction, whose methods it is peculiarly the province of the Normal School to teach, may be made a condition of the admission of students to its privileges. At present such a requirement is impossible for all subjects, and even in the best schools can only be approximated; it is, however, an end to be kept hopefully in view. We conclude, then, that while emphasizing most strongly the professional character of the Normal School, and while denying to it the right to receive into its classes non-professional students, and even to impart to its professional students academic instruction merely as such, we must still admit that it may, with decided advantage, make a thorough review of the elementary branches taught in the common schools the basis of an exposition of methods of instruction, and may also legitimately afford opportunity for the acquisition of such more advanced subjects as are required in its graduates, and for which provision is as yet not otherwise made, if only it be borne in mind that methods are quite as important as is matter.

As to the details involved in carrying out the idea that whatever is taught is to be regarded, primarily, as means of pedagogical training, they will vary somewhat with the grade of the school and the needs of various localities, but will consist in the main of didactic exposition of the culture value of the subject under consideration, and of the different ways in which it ought to be presented to persons of different degrees of intellectual growth, together with practical illustration thereof; and on the part of the learner an exemplification of the unfolded principles by the actual conduct of classes either in the Normal School itself, or in the practice school, should there be one. The pupil's work in either case must, to be valuable, be under direct supervision. It is believed that with such an understanding of the function of academic studies in the Normal School generally accepted among teachers themselves, the public may much more readily be led to recognize the essential distinction between the professional and the academic school, as dependent not alone on difference of aim, but also on difference in the conduct of work as conditioned by the difference of aim.—*Grace C. Bibb, of St. Louis, in* EDUCATION.

CLASSIFICATION OF PUPILS.

It might be supposed, on a superficial view, that were a teacher to take charge of a very small number of pupils—not to exceed four or five—and instruct them strictly on the individual plan, the best possible results would be obtained. But experience by no means sustains such a theory. I believe it is now generally conceded by intelligent Englishmen, that education by governors—a plan followed by a large part of the highest nobility for centuries—has proved itself inferior to that obtained in the great public schools, defective as those schools have been. Superintendent Harris, of St. Louis, has said that the members of a class learn more from each other than from their teacher. And this is most unquestionably true—more especially of the higher classes. In reciting together, students are led to see as many phases of a subject as there are individuals in a class—a process which contributes wonderfully to the mastery of that subject. I make no question,

therefore, that class instruction will always prove itself superior to individual instruction. There is, however, a drawback attendant upon the courses of study and rigid classification of learners that now prevail in all of our schools, and that is, that these courses of study and this classification are constructed, and in the very nature of things must be constructed, to meet the wants and condition of the average pupil. We have not devised in this country — nor has it been done in any other that I know of — for any grade of schools below the university, any adequate scheme for the education of youth of superior abilities. In a sense, Pegasus is yoked with the cart-horse from the entrance of our youth into the primary department to his leaving college with his diploma. Pegasus may urge the cart-horse to a somewhat quicker pace, but his own wings are apt to remain in a rudimentary state. Doubtless the best scheme the world has seen for the education of youth of talent was the method of Socrates, Plato, and Aristotle, in which they gathered their students about them, and led them into the discussion of questions of subtlest meaning, the faculties of the learners being wrought up to their highest activities under the consummately skillful direction of their masters. But such a scheme requires a Socrates, a Plato, or an Aristotle to carry it out; and such school-masters are not readily found in any age or country.

Whether all the defects which are mingled with the valuable features of our courses of study and close classification can be entirely eradicated, I am not quite prepared to assert, but I think I can see ways of obviating most of them.

In the first place, it does not seem to me that the way out of our difficulties lies in the direction of a multiplication of elective courses of study. Some of our great institutions seem to have entered into an ardent rivalry as to which shall present its students the greatest number of such courses. I can only think the result, however laudable the purpose, will be to thin down scholarship. Bright students must have provided for them a larger amount of work than can be done by the average of the class; or, instead of educating them upward into the fruitfulness of high talent, we shall educate them downward into a commonplace sterility. Giving this class of students more kinds of things to do, is not, in my judgment, the best way to meet their wants. Diffusion

of attention beyond what is essential to give alternative rest and work to different sets of faculties, tends to weakness rather than strength. By such a course of training, youth may come to know more things, but they will do less thinking. Yet I fear we are drifting into this error with surprising rapidity. Men's minds all over the country seem to be stimulated to invent new things to be learned, and new ways of learning them. Every specialist, both great and small, is vehement in his assertion that unless his pet branch of knowledge is embraced in the course of study for the public schools, that course will be utterly vacuous; and, I am sorry to say, he too often gets his way. One outcome of this is that our secondary schools are filled with literature primers, science primers, and other aids to give a smattering knowledge of many things. Has not the time nearly arrived when "concentration" should be adopted as an educational motto? Are not the humanities, mathematics, and philosophy yet the bed-rocks upon which must rest any thorough education? Experience seems to have shown that for these there are no substitutes. It has been the fashion of late years (for there are fashions in education as in clothes) to decry these substantials, and to push a baseless culture to the front, such as a small knowledge of English literature and a smaller knowledge of art. Far be it from me to speak slightingly of a movement, which, if properly guided, may be fruitful of beneficial results. But culture veneered on a pasteboard backing is a mere pretense. A really valuable and lasting culture has its root in a systematic and thorough knowledge of the solid branches.

If a young man at twenty (and he ought to graduate about that age if he has spent all his years from six to that time in school) has worked even tolerably well toward the core of these three great departments of learning, he will have done well. What he attempts beyond; will almost certainly be done at the expense of these. I do not, of course, mean that the sciences should be ignored altogether. What I do mean is that the student should restrict himself to a few, and leave the others for after pursuit.

Without further discussion of courses of study, let us attempt to answer the question, How shall we contrive to give our students of superior capacity enough to do without breaking up their classification with students of ordinary abilities? In what I shall

have to say on this subject I shall refer more particularly to the students in high schools and colleges, though I think the scheme may be applied to some of the classes below the high schools.

Let then a course of study be adopted which the average student can fairly master in a specified time, and let this be all that will be *required* for the promotion of any student from grade to grade, and finally for graduation; but let every one be encouraged to make in each lesson, in the studies pursued, excursions beyond the fixed limit of the lesson. The required lesson will be absolute and specific, and every one who has mastered it will be marked as having had a perfect recitation, inasmuch as he will have done all that has been specifically required of him. Outside of this lesson, any student shall be permitted to offer any additional matter he may choose on the same topic, and receive the proper credit therefor. Suppose the lesson to be in geometry; he may, in addition to the book work prescribed, offer an original demonstration of some one or more of the theorems given him, or give a fuller discussion on some point than that given in the book, or make some new deduction from the principles established. Or, if it be a lesson in history or literature, let him bring up additional facts or examples, gathered from other sources than his text-books. If the classics be the study, let the student offer, in addition to the lesson required of him, some passage from the same author, not in the specified course, or something illustrative from another author. Possibly, as regards this last, we might in this way get our young men and women really interested in the matter of what they read, as well as in its grammatical construction. Possibly by this plan, also, now and then one of our college graduates might be led to make forays into those parts of the Iliad and Æneid which lie outside of the books of the traditional course, and which ever remain to the great majority of these graduates a *terra incognita*. It will be seen that the above plan of recitations could be easily applied to algebra, physics, rhetoric, philosophy, and all the other branches in any curriculum of study.

So much for recitations and a record of them. In examinations, a given number of questions (say ten) could be made in the regular course, and beyond these, one, two, three, or whatever number might be deemed best, on the extra ground covered, answers to

these additional questions being optional. Supplemetary to both these classes of questions, there ought to be in every examination one or two questions especially designed to test the best powers of the student. As in recitation, so all overwork in examinations should receive full credit. On graduation, two classes of diplomas should be conferred: a regular diploma to such students as have completed the set course, and a diploma "with honors" to all whose credits shall aggregate above a certain fixed standard. This plan — exclusive of the feature of overwork — we have pursued in our own high school for the last two years, with the most satisfactory results. Honors, with us, are no longer restricted to two pupils, but lie open to all. Last year, seven students graduated in the honor list, and the year previous just half the class.

Such a scheme as I have endeavored to present, will require the guiding skill of a wise teacher so to direct the extra work of students that it shall join on to the regular work, without making a break, and always tending to the same end. The heaping up of stray bits of knowledge in a desultory way is no part of the scheme which designs not only a fuller, but also a more systematic education, than can be obtained by our present plans.

This scheme is not presented as an entirely novel one, though I believe it to be new in some of its features. Some parts of it were tried for a few years in the public schools of one of the large cities of our State. I believe it a scheme, which, while preserving to us our present system of classification of pupils, — of whose general value I have not the shadow of a doubt, — will give working room to a class of students now constantly laboring under depressing influences, and will stimulate their best powers to a living activity; in other words, will give bright boys and girls a fair chance. — *Dr. John Hancock, in Ohio Educational Monthly.*

THE HIGH SCHOOL GRADUATE. — Our ex-General McClellan retired from the post of Governor of New Jersey, flinging a Parthian arrow, *a la* Governor Robinson, at the free secondary and higher education as he departed. With the opinion of the governor we have just now nothing to do. A great many excellent people honestly question the expediency of carrying the free schools be-

yond the elementary grades. But with one of the reasons for this opinion of the governor we have a special concern. In common with a good many famous people of his way of thinking, he re-repeats the assertion, that the superior grades of our common school are a damage to great numbers of children and youth. He tells us, with several of our great journals and magazines, that the superior side of the free school is turning out shoals of boys and girls educated above their sphere — lazy, shiftless, unable to earn their own living; and so on through the whole catalogue of follies and vices that are supposed to be the especial prerogative of the American high school graduate.

Now we do not question that these good people believe what they say; that is, believe it in the way people come to rest upon an assertion that they have repeated so often, and heard from so many quarters, that they feel "what everybody is saying must be true." But just here we declare this assertion is not only untrue in fact, but a wholesale calumny against the most promising class of young people in this republic, the graduate from the secondary schools, public and private. For it should be remembered that nine tenths of the graduates from our secondary private schools receive their education as a free gift from their parents, go through essentially the same course of study, and come out certainly in no way superior to the graduates of the free schools in acquirements, character, or promise for the future. So far from being a failure, unable to take care of themselves, the reprobate class of the country, these young people are everywhere the most hopeful crowd of American youth. In every community they become, in large proportion to their numbers, the foremost young men in every walk of life, the most hopeful young women, whatever station they are called to fill. There is no comparison between them, as a class, and that other crowd which is sometimes held up as the hope of the republic — the mass of sharp, energetic young people who enter life poorly taught, ignorant, pushing to the front by sheer force of native talent and pluck. Where one of the former class fails, a dozen of the latter go to wreck, failures in business and in character, because their original ability lacks the training of a good education, and their *morale* goes to pieces in the terrible conflict to which every ignorant or half-taught youth is now doomed in the battle of American life.— *N. E. Jour. of Ed.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

Q. Can a school-teacher or district officer be a dealer in school books or supplies without violating the provisions of Sec. 501, R. S.? Is a regular dealer an agent or solicitor in the meaning of the law?

A. It is held by this department that a dealer who owns his stock and sells it in open market is in no sense an agent or solicitor, and that the statute does not forbid a dealer to be a school officer. The matter never having been tested in the courts, we have no decisions for our guidance.

The advice of this department has uniformly been against even dealers holding school offices, in spite of the above construction of the law, since it seems to be against a sound public policy. The law seems to be aimed at the actions of persons who are primarily school-teachers or officers, and forbids such persons to become "agents or solicitors" who are persons quite distinct from regular dealers as defined above.

Q. The principal of a Free High School teaches two months without a certificate or countersigned diploma, and then procures a proper certificate and completes nine months.

Can the board report nine months school as a basis for the apportionment of the State aid? If they can report only seven months, have they any recourse against the principal for such loss sustained through his neglect?

A. The board can report only the money paid for the seven months during which the teacher was "legally qualified," since they have to certify as to the number of days during which school was "taught by legally qualified teachers."

The board have no recourse against the principal, since it was as much their duty to know that he had a proper certificate as it was his to have it. The neglect was mutual.

Q. Is the director of a school-district the chairman of a school meeting ex-officio?

A. No. Among the powers given to districts by Sec. 430, R. S.,

the first is "to appoint a chairman for the time being," which is equivalent to saying that no one has any permanent or ex-officio rights in that regard.

Q. Does the "acceptance" of an order by the Treasurer of a district make the order draw interest from the date of acceptance to the date of payment?

A. No. The force of the acceptance would be no more than a promise of the Treasurer to pay the order whenever there were funds of the district in his hands. The payment of interest must be ordered or authorized by a vote of the district in order to be legal.

EDUCATIONAL MEETINGS.

ANNUAL MEETING OF INSTITUTE CONDUCTORS.

APPLETON, WIS., July 5, 1881.

This meeting of the Conductors of Teachers' Institutes convened in the High School building at 9 o'clock.

It was opened with prayer by Prof. Albert Salisbury, after which the organization was effected by the election of State Supt. W. C. Whitford, as chirman, and Prof. A. A. Miller, as secretary.

The first exercise on the programme was reading, by Prof. R. Graham.

The subject was presented in the shape of a class exercise on Orthography. A list of words was given to the class, which they were required to dispose of as they would require a class of teachers to do in the institute. Some time was spent in obtaining a formula for the work in this study. Incidentally the question as to the utility of the work came up for discussion, but nothing was definitely developed.

No work was done at this time on the branch of the subject under expression.

On motion fifteen minutes was given to discussion on the above subject.

Regent Chandler. said that unless a better understanding of the work in Orthography can be arrived at, and the present diversity stopped, it might better be dropped entirely. The object of the exercise is to test the ability or inability of teachers to comprehend the subject in its relation to reading.

Prof. A. R. Sprague said that he thought it is asking too much of teachers to require them to master all the principles of pronunciation. It was better to direct their energies to a few carefully selected points.

Prof. A. F. North agreed with Mr. Chandler's views.

Prof. J. Q. Emery did not wish to have the teaching of this subject in institute and school discouraged. We have no right to teach wrong pronunciation, and teachers must know those principles.

Prof. Graham did not think that the attention paid to the subject has been undue. It is of the greatest importance.

Arithmetic was now considered by Prof. A. J. Hutton. The work of last year should be thoroughly reviewed. There is no more useful exercise than that of doing neat, accurate, rapid work in the fundamental operations. The pupils should be taught to do good work on the blackboard and on their slates. They should not be put to work requiring reasoning before they are ready for it. The painful slowness of teaching arithmetic in the country schools should be overcome. It may be done by teaching short cuts to results. Tests of divisibility and factoring by inspection are useful in reducing common fractions to decimal.

The subject of writing was presented by Prof. J. B. Thayer.

Pupils should write much from the copy, as a great deal of practice but little theory or attention to principles is needed or should be used.

Prof. Sprague said that the two objects to be attained in the teaching of penmanship are accuracy of form and rapidity of execution.

Prof. Thayer said that careful supervision on the part of the teacher is an essential part of successful teaching of this subject.

12:15 adjourned.

AFTERNOON SESSION, 2 o'clock.

Prof. Thayer continued the exposition of the Institute Circular on the subject of writing. Not much can be done in the shape of instruction in penmanship in the institute. The most that can be done is to give suggestions as to how the work can be carried on in the school room.

The subject of language was presented by Prof. Salisbury.

The learning is the great object of the schools. More poor and misdirected work has been done in this direction than in all others. Teachers have no definite conception of the subject. The knottiest question of the Institute work is "how to teach language."

The true object of the study is (1) to obtain clearly the thoughts of others; (2) the ability to communicate our own thoughts. The teacher has to secure more complete comprehension and more complete imitation. Reading and spelling should be made more prominent in the study of language.

Prof. E. O. Vaile, of Chicago, said that the foundation of all language teaching is reading. A teacher who cannot read, cannot write. When children can read they can take up language and write.

Prof. North read a paper showing how "exercises in Local History" may be profitably presented in the institute and the school. His exercise closed with a model of historical incidents taken from the town of Pewaukee.

Mr. Chandler outlined the subject, "Examination in connection with the Institutes," and opened the discussion on the topic. After reviewing the

practice of the Institute Committee in relation to the subject, he stated his views in regard to the future management of the institutes on this subject. The practice of holding the examination of teachers at the close of the institute has done some good, but its value seems to be at an end, for the reason that a certain class of teachers consider the institute as solely an instrument to aid them in securing a certificate. Secondly, that the custom has a tendency to distract the attention and causes teachers to pass a poorer examination.

Prof. Graham said that in many places the distance traveled by teachers in attending the examination or institute will often prevent them from attending the institute if held at a different time from the examination.

Supt. Thomas said that the institute helped the teachers in the examination greatly. These examinations are the best held in the county.

Prof. Hutton said that the custom is bad, but in different degrees. That of holding it on Saturday is least bad.

Prof. Salisbury favored the examination at the close of the institute. The best teachers prefer this.

Supt. Betsey M. Clapp did not favor the plan of examination in connection with the institute.

Supt. Agnes Hosford has always had the examination succeed the institute, usually on Monday and Tuesday following.

Supt. John Nagle did not think that the examination injured the institute at all, and was decidedly in favor of the present plan.

4:45 adjourned.

EVENING SESSION, 8 o'clock.

State Supt. Whitford read a paper, "Future Work in the Gradation of Country Schools." The work of the year suggests the following points:

1. We must stimulate and preserve a more healthy enthusiasm in the work.

2. We should adhere firmely to the main plans and arrangements already adopted to establish this work.

3. We should exhibit no impatience and undue haste in introducing the scheme.

4. We must continue in our efforts to concentrate all the agencies which are at command to secure the adoption of this grading system.

5. Legislation may be invoked to withhold aid from those schools which refuse to adopt the course.

6. Must depend in the immediate future on the efforts of teachers to secure its final adoption.

Supt. Jas. T. Lunn read a paper on "Lessons Learned in Introducing the Grading System into County Schools."

Not much opposition has been offered to the scheme by school boards. A few have forbidden its use, a few have adopted it, most have done nothing. The work has been left mostly to the teachers. Some of these cannot make anything out of the course, they are incompetent. Some are competent, but

will not do the work. All have promised to follow the course and to report as required. It requires constant supervision to secure the adoption of the plan. The teacher is the chief stumbling-block in the way. Graduation is the point where the superintendent can best test the faithfulness of the work done. Hereafter the superintendent of Sauk county will prepare the questions and send them out under seal, to be opened on day of examination, which shall be uniform throughout the county. The papers will then be read by the superintendent. A few diplomas have been granted, and they act as incentives to other pupils. Progress has been made and well repays all the cost and labor.

Supt. Jas. T. McCleary said the results of his work have been good. He has pupils who have finished the course. He has held teachers' meetings three times in winter, addressed patrons, and used the press to bring the scheme into the notice of teachers and people.

Supt. John Howitt has done but little, and can report no substantial success.

Supt. Henry Neil has made progress in stirring up a right sentiment. The most marked effect is to bring up the more backward studies.

Supt. Clapp said teachers study programme rather than body of circular. Most of the work has been in the line of educating teachers and patrons. Thought that progress is making.

Mr. Chandler said that teachers in the institutes have been interested when the subject has been explained by the conductor. He has observed this winter the zeal. The great work now is with the district boards.

Prof. Graham thought that the symptoms were good, and that we have great reason for encouragement. Somber views present these points: the difficulty in reaching the boards, and the instability of the county superintendents.

Adjourned.

WEDNESDAY MORNING, JULY 6, 9 o'clock.

The session opened with prayer by Pres. G. S. Albee.

Prof. Hutton presented the subjeet of drawing. He has found that the programme has been crowded, and has given superintendents the choice between drawing and penmanship. The programme should not be changed unless necessary, but then the conductor should have the liberty.

There is a difficulty in having teachers ready for the work. They have no materials. These may be furnished by conductors. The work of each day should be taken up by the conductor.

Mr. Chandler objected to the plan. It is sure to fail. The trouble about material is unnecessary, it can be improvised. The purpose of the work in the institute is to show that the subject can be used in the schools to prevent idleness, and to cultivate the faculties involved in the operation.

Prof. W. S. Johnson said that the work in the circular was not adapted to aid the teacher in his work. The ability of teachers to teach drawing is becoming more general from year to year.

Prof. Hosea Barns said the way of presentation of drawing in the institutes for ten years past, has been wrong, as the lack of results shows. One of the objects of this study is to develop good taste, the other to teach pupils to express their ideas by the hand.

Supt. Whitford maintained that the fundamental ideas and methods of drawing as expressed in the syllabus for this year, were the correct ones. They are such as are set forth by the best writers on the subject, and hold a natural relation to the child's mind. He was pleased with Prof. Hutton's presentation of drawing at the spring institute.

On motion, Prof. Hutton was asked to exemplify his method of presenting the subject of drawing to an average institute at 4:30 this afternoon.

Prof. Thayer took up the subject of Geography. Teachers are liable to form wrong conceptions of the work laid down in the course of study. The object of the work in primary Geography, is to interpret the terms used in Geography: as direction, distance, area.

Oral exercises with globe are useful, as showing application of terms to whole earth. He outlined his treatment of a topic in the circular on Geography.

United States History and Government was discussed by Prof. Salisbury. He explained the sources of material for his work. They are found in great abundance. Barnes' Brief History is juvenile. After the juvenile period the academic instruction comes properly. Thus history has to be studied from both standpoints.

Adjourned.

THURSDAY AFTERNOON, 2 o'clock.

The paper "Talks on Good Behavior," was presented by Prof. Miller. Manners can be taught to all. They should begin in childhood. The "way" things are done is second only to "what" is done. Self-possession is the true basis of all good manners. It is the duty of teachers to give this instruction in all its phases. Regard for the rights of others, for the feelings of others, and desire for the approval of others, may be taught.

Instruction should be given in detail on the topics in the circular on this subject, as the care of the person, manners on street, at church, in school, and in all the relations of life.

Prof. Salisbury gave an outline of his method of presenting this exercise at the spring institutes.

Prof. Graham said that good manners were based on morals.

Supt. McCleary thought that the hight of courtesy can be shown to our inferiors.

The subject of spelling was then treated by Supt. McCleary. Spelling is best taught by creating an interest in the subject. The interest is dependent on success, while success depends on attention. Should teach in answer to a conscious want. Words first taught should be undefined. He outlined a scheme for spelling, with the two chief divisions — what to teach and how to teach.

Theory and Art of Teaching was presented by Prof. Graham. We should be more critical in the work here. Instruction in the school code should be dwelt on The teacher is the essential element in a good school. Dwell on the course of study for ungraded schools. Bring out plans for examination to enter the several forms. Bring out definition of discipline in relation to school organization. Methods of teaching should be made prominent. The example of the teacher and its influence on pupils should be enlarged on. Discuss the subject of authority in the school; is it binding on the teacher as well as on the pupil? School work should be attended by a good spirit. Teachers, according to capacity of pupil, should specifically assign lessons. The function of the school is to supplement the work of the family.

The subject of drawing was continued by Prof. Hutton, who exemplified his method of treating the subject in the institute.

Adjourned, *sine die.*

W. C. WHITFORD,
Chairman.

A. A. MILLER,
Secretary.

STATE TEACHERS' ASSOCIATION.

Proceedings of the Twenty-ninth Annual Session, Appleton, July 6-8, 1881.

WEDNESDAY EVENING, July 6, 1881.

The twenty-ninth Annual Session of the Wisconsin Teachers' Association convened at 8:30 o'clock, in the chapel of the Lawrence University; was called to order by the President, I. N. Stewart, and the exercises opened with prayer by Prof. W. C. Sawyer, and a solo,— "The Last Rose of Summer," beautifully rendered by Mrs. McGillan.

Prof. F. H. King delivered a lecture on "The Modern Doctrine of Evolution," accompained by illustrations.

Prin. R. W. Burton moved that a committee of three be appointed by the chair to draft resolutions expressive of the sympathy of this body for our prostrated President, James A. Garfield.

The chair appointed as such committee Supt. R. W. Burton, Prest. G. S. Albee, and Prin. A. R. Sprague.

The Association adjourned until 9 o'clock Thursday morning.

THURSDAY MORNING, July 7, 1881.

The Association was called to order at 9 o'clock by the President, when prayer was offered by Rev. Geo. M. Steele, D. D., President of Wilbraham Academy.

Mayor Humphrey Pierce delivered an address of welcome on behalf of the people of Appleton, which was responded to by Ex-Pres't W. H. Beach.

President Stewart then gave the annual address which was, on motion of

Pres't Parker, referred to a committee consisting of Supt. Jas. MacAlister and Principals J. G. Clough and H. C. Howland, for distribution.

Supt. R. W. Burton, of the committee appointed to draft resolutions of sympathy for President Garfield, reported as follows:

To the Hon. JAMES G. BLAINE, Secretary of State, Washington, D. C.

Our deepest sympathy, and most earnest hopes are with our noble President, in whose purity, wisdom, and strength we have trusted.

I. N. STEWART,
President.
R. W. BURTON,
G. S. ALBEE,
A. R. SPRAGUE,
Committee.

On motion the report of the committee was adopted and the committee instructed to cummunicate the same by telegraph.

Pres't Parker, the railway clerk, then made announcement relating to enrollment and commutation rates.

Pres't Albee submitted a report from the committee on course of reading for teachers, as follows:

COURSE OF READING FOR TEACHERS.

In the selection of a list of books for the purposes specified in the resolution under which your committee has acted, the diversity of *age*, *culture*, *habits*, and *tastes* among the teachers of Wisconsin, has made the selection of a list likely to be acceptable to even a majority of the profession improbable.

In selecting the following list, the committee have had in mind, as a standard, the teachers who have read little, with definite purpose, beyond the texts closely related to the routine of class-work.

We have recognized the frequent lack of established habits or clear convictions of duty, which are needed to carry on a course of reading when immediate interest fails.

Yet, we have also been compelled to bear in mind that every newspaper, book, lecture, or cultivated circle, strenghtens and adorns thought by copious reference to standard literature of *former* generations as well as that of the present and that sad gaps are left in the comprehension of readers or listners who are ignorant of the originals.

It has, therefore, seemed best to offer, at this time, a list so small as to be within the power, and probable inclination, of all to read in connection with other duties. This necessarily precludes much of the variety which a more extended course ought to include. In some cases, *alternates* are suggested to meet varied tastes, and these may indicate a more extended course for those prepared for wider reading.

The arrangement in definite order for each of several years, is not so much an arbitrary determination as a recommended adaptation to the seasons of varying opportunity and vigor, as well as an inducement to comparison of

views between teachers pursuing like courses at the same time. Courses suggested:

(1) Professional; (2) History; (3) Fiction; (4) Belles Letters or Science.

LIST OF BOOKS.

First Year.

1. Methods of Teaching — Swett — Harper Bros..... $1 25
2. Plutarch's Lives — American Book Exchange..... 70
3. Uncle Tom's Cabin — Various Editions.....
4. "American Classics," Ivison, Blakeman & Co. 50
   or "Fairy Land of Science"— Buckley, D. Appleton & Co.....

Second Year.

1. Theory and Practice of Teaching — Page — A. S. Barnes & Co... 1 00
2. "Eighteen Christian Centuries" — White — D. Appleton & Co....
3. Ivanhoe — Scott — Am. Book Ex.....cloth 42, paper 15
4. "British Classes" — Swinton — I. B. T. & Co..... 50
   or "Politics for Young Americans" — Nordhoff — Harper & Bro. 75

Third Year.

1. "School and Family" — Kennedy — Harper & Bros..... 75
2. History of England — Green or Dickens — Am. B. Ex.....$1.16 25
3. "Tom Brown at Rugby" — Hughes — Am. B. Ex....cloth 36, paper 10
4. Homers Iliad — Pope — Am. B. Ex. cloth..... 36
   or Self-Help — Smiles — "Franklin Square Libr." — Am. Ex. cloth..... .....30, paper 15

Fourth Year.

1. "Education" — Spencer — Fitzerald & Co., paper..... 15
   or D. Appleton & Co., cloth..... ..... 1 25
2. History of France — Mason, 2 vols., Am. B. Ex., Young 1 vol., Estes & Lauriat..... 1 00
   "History of a Crime" — Victor Hugo — paper..... 15
3. "Modern Classics" — First series — Am. Book Exch..... 46
4. "Henry the Eighth" — Shakespeare, Rolfe's Ed.— Harper & Bros.. 25
   or "Paridise Lost" — Milton — Various Editions.

The omissions of special editions or stated prices, arise from the necessity of early publication after the adoption of the list by the Teachers' Association, and the difficulty of determining latest rates.

In accordance with the spirit of our instructions, the cheapest known editions have been named; although other editions have in several instances been indicated, in the hope that all who are able will obtain the volumes of standard literature in durable binding as a nucleus of the future library.

Signed for the committee,

G. S. ALBEE,
J. T. LUNN,
JAS. MACALISTER,
AGNES HOSFORD.

Discussion followed, participated in by Supt. James MacAlister, and Prof. W. C. Sawyer when the report was adopted.

Owing to the recent affliction of Prin. M. S. Frawley, in the death of his wife, he was not present. A paper on the subject assigned to him,—"Examinations in School,—their Methods and Functions," was presented by Supt. Neill; and discussed by Pres't Stewart, who called Prof. Kerr to the chair, a recess in the mean time having been taken.

Dr. Peet, of the Wisconsin Academy of Arts and Sciences, made some remarks regarding the investigations concerning the Wisconsin Mounds; and and asked the aid of the teachers of the State in the resurvey of these mounds.

Miss Etta S. Carle read a paper on "Naples and Surroundings."

Pres't Parker presented an invitation from the ladies of the Congregational Society of Appleton, asking the presence of the members of this body at a banquet to be given by them at Bertschy's Hall in honor of the Association. Tickets, 50 cents.

Prin. Clough from the committeee on distribution of the Presidents address, reported as follows:

On State Certificates—A. J. Hutton, C. E. Buell, A. R. Sprague.

On Sanitation of Schools—W. D. Parker, Agnes Hosford, Edwin R. Smith.

On Normal Schools and Institute Work—J. Q. Emery, J. T. Lunn, and Betsey M. Clapp.

On Colleges and Universities—W. C. Sawyer, Alex. Kerr, and C. M. Merriman.

Adjourned until 8 P. M.

THURSDAY EVENING, July 7, 1881.

Association convened at 8:25 o'clock.

The President read a communication from the Appleton Club, offering the privileges of their Club House to the members of the Association.

Prin. A. A. Miller moved that, as many of the members of the Association were to leave during the night, the Association, immediately at the close of the lecture, proceed to elect officers; and also, that the President appoint a committee on nomination of officers other than President. Carried.

President appointed as such committee, Supts. Jas. MacAlister and Henry Neill, Principals S. A. Hooper and A. A. Miller, and Prof. W. S. Johnson.

Pres't Parker moved the appointment of a committee on finance, which was carried. The committee appointed consisting of Prof. Alexander Kerr, and Principals H. C. Howland and J. H. Cummings.

Miss Mary A. Wadsworth delivered a lecture on "Thackeray."

At the close of the lecture Supt. J. Nagle moved that, owing to the crowded condition of the room and the delay consequent upon ballotting for candidates, that the election of President be postponed until Friday morning. Lost.

The committee on nomination of officers reported as follows:

For Vice Presidents — Supt. R. W. Burton of Janesville; Miss M. S. McCutchan, Whitewater; Prin. R. H. Schmidt, Appleton.

For Secretary — Prin. Edwin R. Smith, Burlington.

For Treasurer — Prin. W. G. Clough, Portage.

For Counsellors — Prin. I. N. Stewart, Oconomowoc; Prin. H. C. Howland, Eau Claire; Miss N. S. Hatch, River Falls; Supt. C. E. Buell, Sun Prairie; Supt. J. T. Lunn, Ironton.

On motion duly made and seconded the secretary was instructed to cast the ballot of the Association for the persons so nominated, which was accordingly done.

Supt. MacAlister nominated for President, Geo. S. Albee. No further nominations being made, motion was made and seconded that, unless there be other nominations, no objections being made, the secretary be instructed to cast the ballot of the Association for Pres't Albee. Carried unanimously, and the ballot so cast.

The committee on State certificates then rendered the following report, which was adopted:

Your committee to whom was referred that portion of the President's address, relating to State certificates, beg leave to report as follows:

The present statutes in reference to State certificates have been in force so short a time, that their tendency can not be judged as yet. So far, no evil results are apparent; and they seem to give very general satisfaction. We think this Association should take no action in the matter at this time.

Report adopted.

A. J. HUTTON,
C. E. BUELL,
A. R. SPRAGUE,
Committee.

The chair named the following persons as a committee on honorary members:

Prin. H. C. Howland, Prof. A. J. Hutton, and Prin. A. W. Smith.

Also the following committee on resolutions:

Supt. R. W. Burton, Prof. L. W. Briggs, Prin. T. J. Walsh, Miss Mary A. Wadsworth, and Miss Mary Walker.

Association adjourned until 9 o'clock Friday, A. M.

FRIDAY MORNING, July 8, 1881.

Association convened at 9 o'clock, President Stewart in the chair.

Prin. T. Walsh moved, seconded by Supt. Nagle, that the report of the committee on State certificates be called up for discussion. On motion of Pres. Parker, and second of Edwin R. Smith, it was so amended as to fix the time for discussion of the report, at the close of the reading of Prin. Rait's paper on "Ungraded and Backward Pupils — what shall we do with them?"

On the completion of that paper, discussion ensued on the report of the committee on State certificates, participated in briefly by Prins. Walsh, Rait,

and others, when, on motion of Prof. Robert Graham the whole matter was laid on the table.

Dr. Chittenden of the office of Secretary of the State Board of Health, read a paper relating to sanitary matters connected with the school work, following which, the Dr. spent some time to the edification of the association, in answering questions propounded by Pres. Parker and others.

On motion of Prof. W. S. Johnson, the paper was requested for publication in the JOURNAL OF EDUCATION.

A short recess was then taken.

After recess, the committee on Colleges and Universities, through their chairman, Prof. W. C. Sawyer, rendered the following report:

Your committee on Colleges and Universities beg leave to report that they regard it as of the highest importance that education should be systematic; and that the courses of study in the common and high schoole should afford the best possible preparation for a thorough collegiate education. No part of the education of an American is more important than the mastery of the English language; and for this, the institutions of the higher education rely, almost entirely, upon the common schools.

The colleges and the universities are dependent upon the common schools for the essential conditions of thoroughness in all advanced instruction; and the common schools are dependent upon the colleges and universities for the inspiration that comes to the more talented of our youth, with the offer of the advantages of the highest walks of learning. All the grades of our educational system have common interests.

W. C. SAWYER,
ALEX. KERR,
C. W. MERRIMAN,
Committee.

The report was adopted.

The report of the committee on Sanitation of Schools was submitted by Prin. E. R. Smith, as follows:

Your committee to whom was referred that portion of the president's address relating to "Sanitation of Schools," would respectfully report:

That the subject of school ventilation, water supply, sewerage, the prevention of the spread of contagious diseases, and all other sanitary measures relating to our schools, are of such vital importance that their continued agitation is demanded.

That a careful investigation of these topics is the duty of teachers, school officers, and patrons.

That all interested in the welfare of our schools, be urged to study the reports and other publications of the State Board of Health, and to heartily co-operate with said board in their efforts in this direction.

Respectfully submitted,

W. D. PARKER,
AGNES HOSFORD,
EDWIN R. SMITH,
Committee.

Report adopted.

E. G. Haylett then read a paper on drawing, which he illustrated as he proceeded, by the use of the blackboard.

Prof. N. M. Wheeler read a paper on "The Machine in Education," discussed by Prin. R. H. Schmidt, after which the paper was requested for publication in the JOURNAL OF EDUCATION.

An abstract of a paper on "The Practical in Education," by Pres. Albee, was next read, and on motion of Prin. E. R. Smith, requested for publication in its entirety.

On motion of Prin. W. H. Beach, and second of Prof. Robert Graham, a paper presented at a previous session of the association, by Prin. J. Burnham of La Crosse, on "The Legal Rights of the Teacher," was requested for publication in the JOURNAL OF EDUCATION.

The committee on Honorary Members reported as follows:

Mayor Humphrey Pierce, Appleton; W. A. Tracy, Birmington; Miss Mary A. Wadsworth, Boston; Prin. R. H. Schmidt, Appleton; Prin. F. W. Harriman, Appleton; C. W. Greenfield, Appleton.

A. W. SMITH,
for the Committee.

Report adopted.

Supt. R. W. Burton, chairman of the committee on Resolutions, submitted the following report, which was adopted:

Your committee on Resolutions respectfully report as follows:

Resolved, That the Wisconsin Teachers' Association extends its sincere thanks: First, to the local committee, and especially to Profs. R. H. Schmidt, F. W. Harriman, and C. W. Greenfield, for their indefatigable efforts to render this session in every respect a pleasant one;

Second, to the citizens of Appleton, for their liberal hospitality, in very many ways manifest;

Third, to the faculty of Lawrence University, for the free use of their commodious buildings and pleasant grounds; and in an especial manner to Dr. Huntley and Prof. Sawyer, who, by their unwearied attentions, have contributed largely to the success of this meeting;

Fourth, to the Appleton Club, for the privileges of its Club-House, so kindly extended;

Fifth, to Pres. I. N. Stewart, Railway Clerk W. D. Parker, Secretary J. H. Gould, and Treasurer Alfred Thomas, for the prompt, efficient, and faithful discharge of the onerous duties of their respective offices;

Sixth, to the press in general, and particularly to the Milwaukee *Sentinel*, for its correct and continuous report of the proceedings of the Association;

Seventh, to the railway, stage, and steamboat lines, for transportation at reduced rates, and the many acts of courtesy performed by their gentlemanly officers.

Respectfully submitted,

R. W. BURTON,
L. W. BRIGGS,
THOS. J. WALSH,
Miss MARY WALKER,
Miss MARY A. WADSWORTH,
Committee.

After the adoption of the resolutions, Supt. Burton, on behalf of the first four of the committee on Resolutions, offered the following resolution, which, on motion of Pres. Parker, was adopted:

The majority of the committee on Resolutions take the liberty to present the following supplementary report:

Resolved, That we extend to Miss Mary A. Wadsworth a heartfelt welcome to our ranks; and thank her for the pleasing and profitable lecture of last evening, upon Thackeray and his writings.

R. W. BURTON,
L. W. BRIGGS,
THOS. J. WALSH,
Miss MARY WALKER,
Committee.

APPLETON, WIS., July 8, 1881.

The committee on Finance reported, through Prof. Alexander Kerr, as follows:

The committee on Finance having examined the accounts and vouchers of Alfred Thomas, Treasurer of the Wisconsin Teachers' Association, for the year ending July 8, 1881, find the same to be correct.

ALEX. KERR,
Chairman.

Report adopted, after which Treasurer Thomas read the following statement of the financial condition of the Association:

	Dr.	
To amt. rec'd of Ex-Treas. H. A. Hobart, July 8, 1880	$ 58.90	
To annual dues of 125 members at $1 each	125.00	
		$183.90
	Cr.	
By expenses of Railway Clerk....	$12.98	
By amount for printing.....	42.55	
By general expenses.....	34.04	
		89.57
Cash balance on hand		$ 94.33

ALFRED THOMAS,
Treasurer.

July 8, 1881.

An invitation was extended by the local committee to visit the water-power, and the industries of Appleton, at two o'clock P. M.

No further business, the President declared the twenty-ninth annual session adjourned, *sine die.*

I. N. STEWART,
President.

J. H. GOULD,
Secretary.

INSTITUTES.

Summer and Fall of 1881.

County.	Place.	Time.	Wks	Conductors.
Adams ...	Friendship .	Oct. 3.	2	A. J. Hutton.
Brown....	Depere.	Aug. 8.	2	Ed. McLoughlin and L. W. Briggs.
Buffalo...	Mondovi	Sept. 26.	2	J. B. Thayer.
Calumet..	Chilton	Sept. 12.	2	Robert Graham.
Chippewa	Chippewa F..	Aug. 15.	2	Hosea Barns and Miss A. Hosford.
Clark	Neillsville ..	Aug. 8.	2	W. D. Parker.
Columbia	Fall River ..	Oct. 3.	1	A. Salisbury.
Columbia.	Poynette	Oct. 10.	1	A. Salisbury.
Crawford.	Eastman	Sep. 5.	2	A. J. Hutton.
Dodge ...	Horicon	Aug. 22.	1	J. Q. Emery and L. H. Clarke.
Dunn	Menomonie .	Aug. 29.	2	Hosea Barns.
Grant	Lancaster ...	Aug. 8.	2	A. J. Hutton.
Green	Monroe	Sept. 5.	2	A. Salisbury.
Iowa	Dodgeville ..	Aug. 29.	2	Geo. Beck and Jno. Kelley.
Jackson ..	Black RiverF	Aug. 29.	2	J. B. Thayer.
Jefferson.	Jefferson ...	Aug. 22.	1	C. F. Viebahn.
Juneau ...	New Lisbon.	Aug. 15.	2	C. H. Nye and C. A. Burlew.
Kenosha..	Salem.....	Aug. 15.	2	W. S. Johnson.
Kewaunee	Kewaunee ..	Oct. 10.	1	Robert Graham.
La Fayette	Darlington ..	Aug. 22.	2	A. J. Hutton.
Lincoln .	Merrill	Sept. 19.	1	Jas. T. Lunn.
Manit'woc	Manitowoc .	Aug. 15.	2	Robert Graham and J. M. Rait.
Marathon.	Colby	Sept. 5.	1	Robert Graham.
Marinette.	Marinette ...	Sept. 19.	1	Edwin Auerswald.
Marquette	Westfield ...	Sept. 19.	2	A. J. Hutton.
Mil. 2d D.	Wauwatosa .	Aug. 22.	2	
Monroe ..	Tomah . ..	July 25.	2	J. B. Thayer.
Outagam'e	Appleton ...	Aug. 22.	2	Ed. McLoughlin and R. H. Schmidt
Ozaukee..	Cedarburg...	Aug. 15.	2	W. E. Anderson and E. R. Smith.
Pepin	Durand	Aug. 22.	2	J. H. Gould.
Polk	Osceola Mills	Sept. 12.	2	J. B. Thayer.
Price & T.	Medford.....	Oct. 10.	1	J. B. Thayer.
Racine ...	Burlington ..	Aug. 1.	2	W. S. Johnson and E. R. Smith.
Richland	Richland Cen	Aug. 15.	2	Geo. Beck and Jno. Kelley.
Rock, 2d d	Clinton.....	Oct. 17.	2	A. Salisbury.
Sauk	Reedsburg...	Aug. 22.	2	L. W. Briggs.
Shawano .	Shawano	Aug. 29.	1	A. F. North.
Sheboyg'n	Sheboygan F	Aug. 8.	2	A. A. Miller.
Tremp'l'u.	Arcadia	Aug. 15.	2	J. B. Thayer.
Vernon...	Viroqua.....	Sept. 19.	2	A. Salisbury.
Walworth	Delavan.....	Aug. 22.	2	A. Salisbury.
Washingt.	West Bend ..	Aug. 15.	2	A. R. Sprague and S. A. Hooper.
Waukesha.	Waukesha...	Sept. 5.	1	
Waupaca .	New London	Aug. 22.	2	A. A. Miller.
Waushara	Wautoma ...	Sept. 26.	2	Robert Graham.
Winnebag	Oshkosh	Aug. 29.	1	Robert Graham.

W. C. WHITFORD,
W. H. CHANDLER,
WM. E. SMITH,
Institute Committee.

Madison, Wis., July 6, 1881.

EDITORIAL.

As we view the matter no one thing at the present time so damagingly affects our prospects of securing and maintaining a large body of permanent teachers, as the impermanency of situations. From our point of view it almost seems as though the whole teaching force of the State had suddenly become an army of pedagogical tramps. The number of teachers who are turned afloat at the end of every term and every year, is disheartening to the last degree. That a calling that demands such careful and special preparation on the part of those who enter it,— that makes such exactions as to character, ability, and previous success,— that calls for such faithfulness, energy, and self-devotion,— that pays in part in money and in part in certain intangibles that comfort the soul indeed but starve the body,— that such a calling should add to all this the discouraging and blasting quality of uncertainty, is enough to force out of it all but the following classes, to wit: The rare few who are at the top, the Missionaries, and those who can do nothing else. Of course we know that "things are not what they seem" always and while our eyes are full of the images of wandering teachers seeking employment for the coming year and we know they are many, we must not forget the certainly greater number who are continued without question year after year. We doubt not that there is some improvement being made every year in the direction of greater permanency, and the explanation of a good share of the present impermanency is not hard to find. Ill-prepared teachers make failures in their work and must be replaced,— good teachers have to change places sometimes on account of inharmony with their surroundings, in or out of the school,— many must leave the work for various reasons and their places must be filled by new recruits,— some are going to better places, and when one sees all this going on at the end of the year he is liable to be a little shocked by it.

There is one suggestion we wish to make by way of contributing something towards a partial cure of the above mentioned ills.

Every school district and every independent city or village that employs teachers by the year ought to hold its annual school meeting before the close of the schools. Wherever the law does not now provide for such meetings it should be changed at the next meeting of the legislature.

Such changes in the laws would in nowise disturb any other arrangements and would allow the new boards to act at once concerning the re-employment of any teachers already under engagement. Many and many an hour, day, week, or month of miserable waiting in uncertainty would be saved to the teachers of this State if this suggestion could be carried out. Many a school board would be saved a deal of annoying importunity by set-

tling at once who the teachers for the next year were to be. And much of the pedagogical tramping that annually troubles and discourages us all would be eliminated once and for all from our educational misfortunes.

Between the 1st of June and 20th of July of this year the State Superintendent has furnished under the law thirty-eight Webster's Unabridged Dictionaries to school districts that had never been supplied, and the curious thing about it is that *eighteen* have gone to Sheboygan county, and *seventeen* of them have gone to Waukesha county. Another curious fact about it is that while Supt. B. R. Grogan has been stirring up the district clerks of his county, informing them, and helping them to forward the necessary applications, the Assistant Secretary of State and newly elected county judge, Col. Frank H. Putney, has been doing the same work for Waukesha county; and a still more curious fact is that when the Colonel began his good work there were *sixty-five* districts in his county that had never been supplied. Here is a provision of law vitally affecting the school work in every district that has been over twenty-three years in the statutes and many of the districts, in the oldest settled portion of the State, prove to be ignorant of it in spite of all that has been done by the department of Public Instruction to keep the law fresh in the minds of all interested. Some of these districts had purchased dictionaries from private dealers and some even from the State ignorant of the fact that they were entitled to one as a free gift.

NEW PUBLICATIONS.

HUDSON'S SCHOOL AND FAMILY SHAKESPEARE.

ROMEO AND JULIET.— With introduction and notes, explanatory and critical. By the Rev. Henry M. Hudson, Professor of Shakespeare in Boston University. Boston and Chicago: Ginn & Heath. Square 12mo, in cloth, mailing price 60 cents.

Scholars like Whipple name Gervinus of Heidelberg, Dowden of Dublin, and Hudson of Boston, as the great triumvirate of Shakespearean critics. Mr. Hudson's labors in that line are both a credit to American scholarship and a great boon to the growing army of students of the language in which Shakespeare wrote so marvelously. Not to name here all his Shakespearean work, we would call attention once more to the beautiful edition of single plays, for schools and families, now appearing. We have noticed the issues from time to time, and each additional volume brings new delight. The play of Romeo and Juliet, the last received, does not exhibit the strength and

finish of the great bard's maturer works; but it is instinct, more than any other of his dramas, with the fire of the tender passion, and will always be one of the most popular and most frequently read.

Not only are Mr. Hudson's notes on the plays most felicitous, but his introductions are most instructive, and in the matter of slight expurgations to fit the volumes for the young, he shows no prudery, but is like the adept who skillfully and lovingly removes dust and smoke from a valuable old picture. The following plays have been issued thus far in this edition: King Henry VIII., Twelfth Night, As You Like It, King John, The Winter's Tale, Richard Second, King Lear, Merchant of Venice, Much Ado About Nothing, A Midsummer Night's Dream, King Henry the Fifth, Hamlet, Macbeth, Julius Caesar, The Tempest, King Richard the Third, The two parts of Henry IV. Romeo and Juliet.

MAGAZINES.

THE JULY NUMBER of the *North American Review* bears the usual characteristic of timeliness. Carl Schurz leads off with a suggnstive paper on "Present Aspects of the Indian Problem," in which he discusses the Indian obstacle in the way of the country's development, the harmonizing of the habits, occupations, and interests of the red men, the necessity of educating their youth, the making of the men themselves small land proprietors, and the offering of inducements to them to sell for a fair compensation the lands they do not cultivate. Next a caustic writer gives the views of "A Yankee Farmer" on "The Religious Conflicts of the Age," to the discomfiture of the modern Agnostic, Moralist, and Evolutionist. Another trenchant article is "The Power of Public Plunder," by James Parton, who appeals to the sons of our men of character and wealth, on patriotic grounds, to enter into politics, and become the safeguards of their country against rings and bosses. Mr. Henry George dwells on "The Common Sense of Taxation." "The Cost of Cruelty" is presented by Mr. Henry Bergh, and "A Study of Tennyson" comes from the pen of Mr. Richard Henry Stoddard.

HARPER'S MAGAZINE FOR JULY presents the following table of contents: A Neglected Corner of Europe. II. A Glass of Port.— Lizzie W. Champney. With thirteen illustrations. Old Dutch Masters.— E. Mason. With six illustrations. A Kiss. A poem.— Miss B. D. Fowlers. The White Mountains. II.— Samuel Adams Drake. With fifteen illustrations. Life at Rideau Hall.— Annie Howells Fréchette. With ten illustrations. Anne. A novel.— Constance Fennimore Woolson. With one illustration. That Faded Braid. A story.— Arthur Hastings. A Day in Africa. I.— T. B. Aldrich. With six illustrations. The Parson's Daughter. A poem.— Julia C. R. Dorr. With one illustration. The Bracelet to Julia.— R. Herrick. With full-page illustration by Abbey. Thomas Blanchard, the Inventor.— Asa H. Waters.

With portrait. Hawthorne among his Friends.—George H. Holden. Law and Gospel. A story.—Edward Everett Hale. First Appearance at the Odéon. A poem.—James T. Fields. Railroads in Mexico.—F. E. Prendergast. With map. A Bicycle Era.—Edward Howland. With five illustrations. "The Music of the Spheres."—S. Austin Pearce. A Laodicean. A novel.—Thomas Hardy. With one illustration. My June Boy. A poem.—Christine Chaplin Brush. Editors' Easy Chair. Editors' Literary Record. Editors' Historical Record. Editors' Drawer.

To our taste, none of the illustrated magazines equals Harper's in the style and character of its illustrations. We don't see how anything can excel the illustrations of *The White Mountains*. *A Day in Africa* by T. B. Aldrich, now editor of *The Atlantic Monthly*, is especially pleasant and instructive reading.

SCRIBNER for July contains a paper of special and timely interest, "The People's Problem," in which the writer takes the ground that the time has come for the people of this country to exercise their right to "alter the government."

Besides a wealth of literary and illustrated matter, there are also, in this number, the concluding chapters of two brilliant novelettes, "Madame Delphine," by George W. Cable (begun in May), and "A Fearful Responsibility," by W. D. Howells (begun in June). The May, June, and July numbers, containing these two complete novelettes, are offered for $1.00

On the 25th of June was published the July number of *St. Nicholas*, containing many brilliant features for vacation-time, including chapters of two capital serials for boys by ROSSITER JOHNSON and W. O. STODDARD; "How to Stock and Keep a Fresh-Water Aquariam;" a full-page portrait of Dengremont, the boy-violinist; "Stories of Art and Artists," with some exquisite reproductions, etc.

The success of Scribner's Magazine is without a parallel. We have said we prefer the illustrations in Harper, but the literary contents of this phenomenon among periodicals has always seemed to us wonderfully fresh and entertaining. We might say that *Scribner's* "invented" George W. Cable, next to Bret Harte, the writer of the most unique and in every sense original stories yet produced in this country. The best volume of poetical criticism with which we are acquainted was first published in this monthly by E. C. Stedman, entitled *Victorian Poets;* and now in addition comes W. D. Howells, ex-editor of the *Atlantic*, with "A Fearful Responsibility," to add the incomparable finish of his work to these delightful columns.

THE POPULAR SCIENCE MONTHLY for July comes to hand as good as ever and that is good enough. We copied from a recent number the leading selection in the last number of the JOURNAL (Story of a Salmon), which we regard as a master-piece of popular science. If anything more thoroughly delightful is to be had, we should like to know its abiding place. In the present number are four illustrated articles, and a sketch of Dr. Charles T. Jackson,

with a portrait. The first (illustrated) article, "The Races of Manhind," by E. B. Taylor, F. R. S., we have found especially valuable and entertaining, and if the whole feast proves as good as the first course, nothing will be wanting.

BOOKS RECEIVED.

The following books have been received by the editors, but it has been found to be impossible to give them more than a cursory examination. It takes more time than we can command to review in a proper manner the books sent in for that purpose, and to heap indiscriminate praise upon such a various list would be foolish and dishonest. Our remarks are based upon such examination as we have been able to give them, and must be taken accordingly.

HAND BOOKS FOR YOUNG TEACHERS. NUMBER I., FIRST STEPS. By Henry B. Buckham, A. M., is published by C. W. Bardeen, of Syracuse. This is a small volume of 152 pages, but contains a good deal of straightforward and valuable advice to those who are about to begin the work of teaching. It is one of the series of *School Bulletin Publications*. Price 75 cents.

DE GRAFF'S PRACTICAL PHONICS is another of the above-mentioned series and is not so large as the above, but like it in general appearance, being bound in red cloth stamped in black. It seems to be a very useful little book, but what use there can be in the authors likeness at the beginning beyond gratifying a harmless vanity, we are unable to discover.

GEOGRAPHICAL STUDIES, is the title of a considerable volume by the late Prof. Carl Ritter, of Berlin, translated by William Leonhard Gage. It was copyrighted by Gould & Lincoln in 1861, but comes to us in fresh shape from Van Antwerp, Bragg & Co., Cincinnati and New York.

This is a book of solid value and of established reputation. It contains the Translator's Preface, a sketch of Prof. Ritter's life and another of his geographical labors; Introductory essay to General and Comparative Geography; General Observations on the Fixed Terms of the Earth's Surface; The Geographical position and Horizontal Extention of the Continents; Remarks on Form and Numbers as Auxiliary in Representing the Relation of Geographical Spaces; The Historical Element in Geographical Science; Remarks on the Resources of the Earth, and the External Features of the Earth in their Influence on the Course of History.

COMPARATIVE GEOGRAPHY, is by the same author as the above and comes from the same house. It is a smaller work and would be more serviceable to the general mass of teachers.

DUFFET'S NEW FRENCH METHOD, revised and adapted to American use by Prof. Alfred Hennequin, University of Michigan, 12mo., cloth, pp. 394. The revisor says in his preface that "it is in fact, a colloquial grammar, simple, but thorough, short, and complete." Price for introduction $1.20.

NOTES.

B. F. MALONE has been elected President of the School Board of Beloit in place of Prof. Chamberlin, whose new duties as Asst. U. S. Geologist demand all his time.

VAN ANTWERP, BRAGG & Co., of Cincinnati and New York, make the following announcement:

"We have the pleasure to announce that we have purchased from Messrs Ivison, Blakeman, Taylor & Co., the original publishers, an interest in the Standard Supplimentary Readers, (formerly known as Swinton's Supplementary Readers), and are prepared to furnish them for introduction and for regular supply, on the same terms at which they have hitherto been offered."

The *Journal* has warmly commended these Readers and now renews the same. They are thoroughly delightful.

THE CENTURY COMPANY, formerly Scribner & Co., is making an effort to introduce *St. Nicholas* into the schools as a supplementary reader. The character of the magazine is so well known that all can judge for themselves as to whether it is suited to such a place. As for ourselves, we have always held that its otherwise unexceptionable contents are marred by a tendency towards being "fast" and slangy, and by giving too free scope to the imagination. We shall probably be ruled "out of order," but that wont change our opinion.

THE daintiest programme of graduating exercises sent us this year comes from the West Salem High School. It is a perfect beauty, typographically, and the only drawback about it is in the titles of the essays. "Wasted Lives," "Light, more Light," and "Sunshine and Shadow," do not strike us as particularly fresh and inviting topics. Girls, next time take hold of themes less perfectly adapted to octogenarians.

HON. W. H. CHANDLER, of Sun Prairie, delivered an address at the Platteville Normal School commencement this year.

PROF. R. W. BURTON, of the Janesville High School, writes as follows:

"Our teachers for the year beginning Sept. 5, were appointed last night. All, save three, of the old corps were retained. Of the three, one has a *prospective* appointment in Milwaukee, and two have *special* engagements, and so declined re-appointment. Our next year will consist of forty weeks."

PRESIDENT STANLY B. SMITH of the Janesville School Board, at the graduating of the class this year from the High School, among other very interesting things said the following concerning that school:

"The condition of the High School likewise indicates that the educational affairs of the city have been managed in a manner conducive to their pros-

perity. In 1875 it had 118 members — during the current year there have been 161 members. In these five years, 54 persons exclusive of the present class have been graduated — 43 girls and 11 boys; 24 of the girls have become teachers, and 13 belong to the city corps, and 31 of our 36 lady teachers have received all or the chief part of their education in our city schools. Most of the boys are engaged in business pursuits, and not one of them has proved an unworthy representative of the educational advantages of Janesville. The success of our schools depends directly upon the system on which they are based, and the teachers who are employed. That the system is excellent, experience amply attests, and that the teachers are faithful and competent, the results leave no substantial reason to doubt."

PRIN. LEWIS FUNK, of Bay View High School, writes that his school graduated a class of five, July 1.

PROF. W. L. RANKIN writes that he is coming back to Waukesha to resume charge of Carroll College, which he expects will enter upon a new career of success. He will reopen the school on the 13th of Septembar, and we wish him and the institution every desirable success.

PROF. A. R. SPRAGUE, of Black River Falls, has been elected to the principalship of the Racine High School. He is a graduate of Beloit College and has already won a first class reputation as a principal and Institute Conductor. There is no fear of the school deteriorating under his management. His predecessors have all been men of the highest ability and to keep the school up to its usual standard is an ambition and labor worthy of any man in the State.

WE have received from Pres't Edward Searing, of the Mankato Normal School, State Supt. Burt's circular of the meeting of the Institute Conductors of that State at St. Cloud on the 19th inst. Among other things it says:

"The meeting will be conducted by Prof. Edward Searing, President of the State Normal School at Mankato.

The attendance and services of Prof. Albert Salisbury of the Wisconsin Normal School, at Whitewater, have been secured. Prof. Salisbury has been, for years, one of the institute conductors of that State. His experience and eminent success are a guaranty of his ability to materially aid us in a successful inauguration of our new and comprehensive plan of institute work."

The man choosen to preside and the fact that one of our own regular Conductor's being invited to attend, and both backed by private correspondence, all go to show that Minnesota is about to enter upon a broad and comprehensive scheme of Institute work modeled upon ours. This is a great compliment and should go far in fortifying us in the plans and progress thus far adopted and achived. We doubt that any other State has a more thoroughly organized or efficient system of Normal Schools and Normal Institutes than we have; and when time sufficient has elapsed we shall be more than rejoiced by the good results certain to be achieved.

To the utter surprise of the Board of Normal Regents and his many friends, Prof. J. Q. Emery at the last moment consented to arrangements by which he retains the Principalship of the High School at Fort Atkinson, and declines the Professorship of Mathematics in the Whitewater Normal School. It may be all right for the High School and its friends, but it looks quite otherwise for the Principal.

THE *Portage County Gazette* speaks in high terms of the graduating exercises of the High School in *Stevens Point*, and Principal Green and various members of the class are specially commended.

THE following from the *Plymouth Reporter* shows somewhat of the relation of the High Schools to the common schools as well pays Prin. W. J. Brier a well-deserved compliment:

O. N. WAGLEY, a graduate of the Whitewater Normal and for the past two years the very successful Principal of the Necedah Schools, goes to Broadhead as Principal of the High School. Prof. E. A. Charlton, ex-Principal of the School and editor of the *Broadhead Independent*, gives him a very cordial and appreciative send-off in a late number of his paper.

A PLEASANT mention, accepted with thanks:

The JOURNAL OF EDUCATION, published by Profs. Whitford & Rockwood, Madison, has an official, historical, and editorial department, all of which are devoted to the interests of the public schools. The official department contains questions and answers which are of much advantage to school officers as well as teachers and pupils. This monthly hand-book will prove an invaluable aid to the teacher and school officer, and not one in the State should fail to have monthly, a copy.—*Palmyra Enterprise.*

Of nothing are Plymouthers proudèr, and justly so, than of the character and efficiency of their High School, which has long been recognized as the leading public institution of learning in the county, and in the course of study maintained and the thoroughness of its instruction will compare favorably with any High School in the State. That our High School is efficient and has recognition as such throughout the county, is well attested by the fact, as shown by the report of the State Superintendent of Public Instruction, that of the ninety High Schools in the State, that of Plymouth collects more tuition than any other not employing more than one teacher in the High School department. The thoroughness of its instruction is shown from the fact that of the last graduating class five of the seven have been granted first grade certificates — the other two graduates not writing — and the additional fact that the school has supplied every holder of a first grade certificate issued in the county during the last four years, with but a single exception. The showing is flattering and bears unmistakable evidence of the superiority of the instruction imparted, and reflects great credit alike upon the city and Prof. Brier, who organized and has since had charge of our High School, and will probably be continued as long as he desires.

WE HAVE received a call recently from Prof. C. W. Roby, late superintendent of La Crosse schools, now principal of the High School of Portland, Oregon. He has been alone in Portland the past year, and now takes his wife and child out to that far-off country to reside, "till the Northern Pacific Railroad is completed" at least. He says he hasn't seen a really cold day during the whole year, and they have now there no such heat as we are experiencing. His health is good, and so are his prospects, when we consider that he has been re-elected as principal at an advance of $200 per year in his salary. Moral: "Go west, young man, and grow up with the country."

THE *Oshkosh Northwestern* has the following note concerning the recent meeting of the *Academy of Science, Arts, and Letters* at Appleton:

Appleton is taken by storm. Teachers to the right of us, County Superintendents to the left of us, savans in the front of us—or words to that effect. In short, we are in the midst of an epidemic of educators. First came the Academy of Science which held its summer session in the College library, commencing last evening and continuing all day to-day. Although slimly attended, it has been a profitable session. Papers have been read by Prof. Allen of the State University, Prof. Beach of Beloit, Rev. Mr. Peet of Clinton, Prof. A. O. Wright for Prof. Butler of Madison, Dr. Hoy of Racine, and a very instructive "talk" by Prof. Sawyer of our own University. Each paper or talk has been open to discussion, and some have elicited considerable debate. Dr. Hoy of Racine read an admirable paper on Trees, while Prof. Butler's "Shakespeare as a Cicerone" was a production worthy the pen of that deligent student of England's greatest poet. Our lady member Miss A. W. Bate, of Milwaukee was present, and by her judicious criticism showed herself a worthy member of the Academy. The body adjourned *sine die* at 5:30 this afternoon.

THIS is the sort of send-off the River Falls *Press* gives Supt. McCleary on the eve of his departure to Minnesota:

Prof. James T. McCleary has been appointed Institute Conductor in the Mankato, Minn., State Normal School, and he will enter upon his new duties some time in August. What the State of Minnesota gains, Pierce county loses—a practical educator, of broad and liberal views, thoroughly educated for school work, and thoroughly imbued with the most advanced spirit of the age. While we are sorry to lose Mr. McCleary from the work in Pierce county, we can heartily and conscientiously recommend him to the new field of work and usefulness to which he will soon go.

A SUBSCRIBER writes:

"I keep all my JOURNALS, and have thirty numbers now. Last month I read my earlier numbers, and found myself repaid for so doing. The JOURNAL contains only solid and good reading. I have recommended it to the reader of another paper, and he will change next year."

This is a sort of appreciation that counts in every way. Let every reader do the same, and we can immensely improve the JOURNAL out of the income.

WISCONSIN
JOURNAL OF EDUCATION.

VOL. XI. AUGUST, 1881. NO. VIII.

EXAMINATIONS IN THE THEORY AND ART OF TEACHING.

(Paper read by W. C. WHITFORD, State Superintendent, July 7, 1881, before the Semi-Annual Meeting of the County and City Superintendents, held at Appleton, Wis.)

The statutes of the State require that every applicant for a certificate to teach in our public schools shall be examined in "the theory and art of teaching." No exception is made for the teacher of any grade of work in these schools. This provision of law requires two facts:—first, that there are established principles and methods in the business of educating our children; and second, that all our teachers should be thoroughly acquainted with these principles and methods. This view held by the State is opposed to the old theory, still accepted very largely by the public, that the essential preparation, if not the only one, which the school-master needs for his position, is a fair knowledge of the branches studied by the pupils. The question occurs whether our present system of examination of teachers is not more in conformity with this theory than with the statutes of the State.

Certainly, we find many advocates of the old-time practice, and some of them are able teachers and experienced superintendents. To be sure, the young man or the young woman who has tried teaching a term or two is generally preferred to one who has not; but this is taken as an evidence of his natural aptness for the work, instead of his acquired ability in the ideas and arts of his profession. The assertion is often made that we know of scores of teachers who have been very successful and are now in high positions, and who began their calling with only a fair acquaintance with

the common school studies. They never gave any thought to the science of teaching. They merely copied the methods which they had seen used in the schools of their childhoods, and depended mainly upon their natural insight to discover in the school room the practical means for the passable, if not the rational management of their pupils in the recitations and in preserving good order. It cannot be denied that the mastery of the subjects taught in our schools is an essential qualification for a teacher. It is true that the quickness of his mental operations and the cheerful and satisfied state of his feelings contribute greatly to his success. It must be admitted that some teachers acquire, very rapidly by experience, a knowledge of the fundamental laws and practices of imparting culture to children and youth, and finally become skillful in their work,—just the same as a few quacks in medicine are transformed into successful physicians. But the position that the teacher is under no necessity of studying carefully the formative ideas and the peculiar processes of his occupation, is a false and most injurious one. In fact, he should do more than study these; before he assumes the charge of a school, he should familiarize himself with these by actual practice under the oversight and training of competent masters. It is high time that we made a vigorous warfare upon this prevailing empiricism of the mass of our teachers. Unless this is done, their employment will never reach the dignity of a profession; and their labors, as far as obtaining the best results possible, are, on the whole, the most expensive and unsatisfactory of any in the honorable avocations of society.

Another class of thinkers condemn the required tests of the professional ability of the teachers, on the ground that these tests encourage a reliance upon methods rather than principles, upon the form to the exclusion of the substance. They assert that such a procedure destroys the natural freedom and elasticity of the mental faculties of the teacher, takes away his power of independent and original action, and reduces his work to mere routine, mechanical operations, and spiritless utterances. It is the old doctrine that "the letter killeth." But this is true only when the performance is the feigned or artificial sign of the thought or purpose to be expressed. Then it is that the external condition is taken as a substitute for the internal, and there is no genuine, spontaneous, and

vigorous activity. Methods are injurious when they are separated from the true principles which underlie them, or are devised without any reference to such principles. But the tests applied in the examination of teachers do not refer exclusively to methods. They embrace a knowledge of the distinctive ideas in the science of teaching. It is true that these ideas are not generally as well comprehended by our teachers as the processes which are based upon them, and this condition should be expected of a great majority of those in charge of our public schools. These ideas relate very largely to the nature of the human mind and the nature of the knowledge used in the culture of children in school. Very many of our teachers have never been trained to grasp ideas of such character, and yet they are able to understand and use the methods which others see are founded on well-settled principles. Still many can define for themselves some of the essential outlines of the theory of education, if only they are set to thinking and studying on the subject. They will have more confidence in their work and a better sustained enthusiasm in it, if they are guided by the philosophy which shapes their practices.

But the doctrine of these objectors to methods in teaching, is unscientific, while it is one-sided and injurious. Every conception of our minds seeks its appropriate expression. Every distinct force in nature is manifested in a definite mode of activity. Law is the constituted form of procedure through which an idea, energy, or substance may indicate itself, — brought to the cognizance of our minds. For instance, the Creator of the world has placed a life-power in the germ of an acorn, and with it certain fixed and exact ways or conditions by which it develops the full-grown oak tree. This life-power cannot say to these methods, "I have no need of you," no more than these methods can say to this power, "I can act without you." Both are united together in an indissoluable relationship. Give existence to one, and a certain product is reached through the indispensible guidance of the other. The forces in the human spirit operate through more diverse ways and in the sphere of freedom; but in these there are fixed and general modes of action — modes in which these forces most naturally and completely outcrop into their best products. So in all development, method is an essential part, though it is not the primary; and it is unphilosophical to dispise and neglect it.

Neither is the position a practical or a correct one, which assumes that a person with a "few clearly defined principles, and free to throw his own personality into his methods, is far more likely to grow into an accomplished teacher." As well might the farmer depend upon the life-germ in his kernel of corn, and utterly disregard the favorable conditions under which it produces "the full corn in the ear." It would be considered as insane to induce a man to study the principles of navigation as fitting him to control a ship in the changing winds and currents of the ocean. He must acquire an experience by serving for months on board of a ship. To make one a skillful musician he must practice for years upon an instrument, as well as study the principles of music. The acquisition of knowledge does not impart the ability to use it. The possession of the facts of a science does not imply the skill to teach it. Knowing is not doing, but is gained most surely by doing.

Those who justify the rejection of processes and forms in education are usually guilty of directing exclusive attention to the nature or properties of the forces which the processes and forms indicate. From their conception of this nature or these properties, they determine for themselves the laws or modes of action by which they endeavor to manifest those forces in teaching. As a result their own work is erratic, impracticable, and out of joint. Condemning the legitimate, prescribed, and successful courses of procedure in the school room, they inevitably institute others which are apt to be insufficient and even destructive. Often the persons most opposed in their views to forms in education, in religion, or in society, pay the penalty of their mistakes by becoming the most formal in their ideas and actions, which are apt, at the same time, to be forced and disagreeable. They thus show that they violate the law of nature in this respect.

There are in the very constitution of the child's mind established ways by which it can be best aroused and trained. There are fixed laws by which children in groups, as in the school room, can be most successfully governed. There are certain methods, surpassing all others, in which each branch, taught in our public schools, can be most carefully studied and mastered by the pupils. There are appointed steps to be taken by a community in becoming deeply interested in the maintenance of acceptable school work, In other words, the management and instruction of a school are subject to

the control of fundamental ideas and active forces in society, and these ideas and forces have constituted processes through which they are most fully and harmoniously manifested. It is the business of every teacher to find out and use these processes, and as far as he has the ability, to understand their basis. Only by so doing can he reach the most satisfactory results. By neglecting to do this, he must fail more or less in his position.

The tendency of our times is in the direction of requiring teachers to make a professional preparation. A fair knowledge of the theory of school keeping is a growing demand, but an experience in the efficient use of approved methods is held in higher and more general estimation. These facts are seen in the establishment of normal schools and teachers' institutes, in the publication of manuals on school management, and in the enactment of provisions of law for testing the teacher's acquaintance with the theory and art of his work. School boards and the people generally in the State are feeling more deeply the need of employing teachers who have been specially trained in the principles and methods of elementary education. Such teachers are finding their way to the better positions in the graded and the country schools, and are showing superior aptitude for their calling. In the schools where they are in charge, they are placing the business of teaching, the organization of the schools themselves, and the interest of the parents in the training of their children in school, upon a more rational, improved, and permanent footing.

In the more intelligent communities of this country there is going forward a radical revision of our system of elementary instruction and school organization. Among these are the changes made in the methods of primary teaching, the classification of pupils in the larger graded schools, and the introduction of schemes for the successful gradation of the country schools. A very large portion of the work lies within the scope of what is termed practice in school management. This movement demands that our teachers shall become more thoroughly qualified by study and experience to instruct in the lower branches, to handle classes in the recitations, and to organize schools on the improved basis. Our success in the great enterprise which we have inaugurated for using the new grading scheme in our ungraded schools — nearly six thousand in

number, depends almost entirely upon the competency of our teachers to put into operation the peculiar methods which belong to this scheme.

This discussion has, thus far, been directed to show the reasonableness and the necessity of requiring our teachers to possess an adequate knowledge of the principles and processes — especially the processes, of school keeping. Without doubt, the obligations of superintendents to search out such teachers and grant them certificates, have been somewhat enforced. The question now occurs to me whether these officers are now covering sufficient ground and are using all needed tests in the examinations of these teachers in theory and practice. If you will look at the questions proposed at the stated examinations in our counties and cities, you will find that at least nine tenths of them refer to the subject-matter of the branches taught in our schools. Quite rarely are ascertained the teacher's knowledge and skill in the most approved and philosophical modes of giving instruction in each branch. If sometimes weighed at this point, he is not usually declared as wanting. But is not the most effective way in which arithmetic, for instance, can be taught to pupils in the different grades of school, really of greater value than the familiarity of the teacher with the topics discussed in this branch? At least, does not the present need of our schools imperatively demand that more attention should be given to the *how* than to the *what* of the teacher's work? Has not our long comparative neglect of the former determined largely this present need? I submit whether it is not the duty of our superintendents to examine more fully the teachers applying for certificates, in their ability to develop before the children the subjects embraced in each common school study, to create among them a lively interest therein, and to determine the nature and extent of the culture which each study is producing in their minds. For a time should not one half of the questions on most of the branches, as relating to this subject, be asked at the examinations? Are not our institutes setting an example in this respect, by discussing principally the methods recommended to be employed in teaching each study, which it will be well for our superintendents to follow?

But it may be said that the statutes of the State mention theory and art of teaching as only a single subject, classed with reading,

penmanship, geography, and the like, on which the teachers are to be examined. This fact does not forbid the application of thorough tests to ascertain their attainments in teaching the several branches in the most effective manner. In the examinations in these branches, it is as legitimate to question the teachers on this point as on the subjects found in the branches; and the law sustains such a procedure.

It is necessary that there should be such a general provision so as to give an opportunity to learn the teacher's ideas on such topics as care of school property, school organization, school discipline, the relation of the teacher to the pupils and their parents, and the best means of interesting the community in the work of the school. It would be an excellent plan for our superintendents, in complying with the law on this subject, to catechise the teachers on those points which the managers of our schools are just now led to investigate carefully. I refer to the sanitary conditions of the school-houses and grounds; the responsibility of teachers as well as parents in securing the fuller and more stable attendance of the children upon the schools; the gradation of the rural schools as embracing an approved course of study, a programme of daily recitations and study, and a complete school record; and the pressing need that our teachers should seek the higher qualifications which the institutes, normal schools, other institutions of learning, and the study of the standard works on pedagogy aid in supplying.

SANITATION IN OUR PUBLIC SCHOOLS.

(Paper read by Prof. Thos. W. Chittenden, July 8, 1881, before the Annual Meeting of the Wisconsin Teachers' Association, held at Appleton.)

In its Annual Report for 1878, the State Board of Health published a paper upon the proper construction of school-houses from a sanitary point of view; in the same report a number of the Board called attention to the character of the water often found in school-house wells, the means whereby it is liable to become contaminated, and the ease with which sickness might be spread throughout a community by the use of such water. At about the same time, or a little earlier perhaps, a paper was read before this Association upon the Relation of Schools to Public Health, which paper was

printed in the Wisconsin Journal of Education, and I trust widely read and appreciated. In 1879 the State Board of Health issued a circular, addressed to teachers throught the State, which had a two-fold object: — 1st, to obtain from those best qualified to give it, information in regard to the sanitary condition of the school buildings of Wisconsin and their surroundings; and 2d, to call the attention of all interested to sanitation in general,— to induce them to investigate the condition of the buildings in which much of their work was done, to set them thinking of defects which had very probably wholly escaped their notice, the idea being prominent that such investigation would lead in some cases certainly — perhaps in many — to reform and improvement. Some 3,000 or more copies of this circular were issued and placed in the hands of the various County Superintendents, for distribution among the teachers of the State; many — a large majority, I think, of those officers entered heartily into the matter, a number supplementing the circulars from the office of the State Board with circulars of their own, explaining more fully the object aimed at and offering any assistance in their power in attaining the end sought. Some few quietly stowed away the packages of circulars and stamped envelopes accompanying them in the pigeon-holes of their official desks, and took no further heed of the business except as they were reminded of it by letters of inquiry with which the Board or its executive bothered them from time to time thereafter. One especially — I am happy to say that he no longer holds office — slandered the teachers under his charge by saying that they had not sufficient intelligence to answer the questions propounded, and that hence it would be of no use whatever to distribute such circulars among them! Concerning the degree of ability and intelligence possessed by the Superintendent who examined and licensed such a class of teachers, he did not report, no doubt thinking correctly that it might be readily inferred.

The whole number of reports received by the Board in response to its inquiries was upward of 700, and the information thus obtained was embodied in two papers, which were first published in the 4th report of the State Board of Health, and subsequently reprinted in pamphlet form for general distribution. In addition to the papers above mentioned, the present speaker prepared a

paper on School Hygiene, which was laid before this Association at its meeting in the city of La Crosse in 1879, and was subsequently published in the Journal of Education, and a more elaborate paper on the same subject forms a portion of the 5th Annual Report of the State Board of Health just published. In this brief sketch is compressed, I believe, an account of all the distinctively sanitary work as yet done in connection with the public schools of Wisconsin. In its efforts hitherto the State Board has had constantly in view the object of enlisting the sympathy and procuring the active co-operation of the teachers of Wisconsin in the special work in which it is engaged, and it desires at this time to present that work for your consideration.

We should fail in duty and in courtesy alike, if we omitted here and now to give credit and to return very sincere thanks to the present incumbent of the State Superintendency, who has been most cordial and active in rendering every assistance in his power to the work just referred to. To his exertions is due very much of the success with which the board has met in prosecuting its inquiries among the teachers of the State, and in awakening their interest in school sanitation.

It is a very trite remark that the work of preserving health is one in which every man, woman, and child is personally interested; and it is quite as trite to say that the statistics of disease and death all over the civilized word seem to show that more than half of all who are born into the world are born only to suffer and die in early infancy, and that of all who survive there are very, very few who reach maturity without having firmly implanted in their system the germs of disease that will carry them to the grave long before the expiration of the allotted term of three score and ten years. Perhaps, however, the share which the school room takes in the planting and cultivation of these deadly germs may not be quite so trite a subject, and some brief statement of some of the methods of this planting and cultivation will startle some among you who are not as familiar with the facts as are sanitarians and medical men generally.

Be it here distinctly understood that I am far from holding that they on whom the tower of Siloam fell were sinners above all that dwelt in Galilee; that I do not charge upon Wisconsin teachers any

special neglect of sanitary duties. I know only too well that older and wealthier communities than any that exist in this State are as grave offenders against sanitary law as any in Wisconsin, and I could shock the most careless listener by presenting pictures drawn by unquestioned and unquestionable authority of some school-houses now existing in the wealthiest cities of this continent, school-houses where the grossest violations of common decency are of daily and inevitable occurrence. But this does not do away with the fact that Wisconsin school-houses are, in too many instances, so constructed and so furnished as to injure materially and irreparably the health of both pupils and teachers; and even if this were not the case, if our schools and their furniture were models for the world in their sanitary aspects, disease must still originate in them and spread through whole communities, radiating from them as from focal points, and striking down victim after victim, as long as no attention is paid by school authorities to matters with which every physician in the country is familiar.

In the course of the routine work of the Board of Health, every year there comes into my hands reports from the various town and municipal clerks, acting as clerks of Local Health Boards; more than 900 such reports reached me in 1880, and the number is yearly increasing. In very many of these reports something like this is said, and I ask you to bear in mind that the men making these reports are those who, from their official and general social positions, are among those best qualified to form an accurate judgment and to give opinions worthy of being heeded. "Measles, Scarlet Fever, Diphtheria, Whooping Cough, Mumps. or some disease of kindred character has prevailed in our town during the past year, and was spread through the community by means of the district school."

Let me read one such report, coming from a town where disease has now raged for at least three consecutive years, and where the State Board of Health has repeatedly been called upon to advise and counsel: "I wrote you some time ago in regard to the prevalence of Diphtheria in a town where the school had been twice disbanded because it was a most efficient agent in spreading the disease. Lately, in spite of advice and in defiance of warning. this school has been re-opened, no efficient disinfection having been previously practiced. As a result Diphtheria has again made its

appearance among the children in attendance, several cases already proving fatal. Nor is this all, a young lady living in a town adjacent to that in which the school is located caught the disease while on a visit, carried it home with her, and communicated it on the way to a friend whom she met and kissed. After she had reached home the younger members of her own family took the disorder from her, and, in their turn, carried it to school, where it spread to their school-mates and through them over the second town." Not a word of comment is wanted on such a statement of facts, which is only one of many similar in character which reach the office of the Board of Health. And medical men not only in Wisconsin but wherever the public schools open in the autumn after a long vacation, have learned to look with a confidence that is rarely disappointed for outbreaks of contagious disease among children as regularly as the terms commence.

It is a matter of historical record that only a few generations back Small Pox was among the most common diseases. Now it is seen with comparative infrequency, and when it does appear it no longer excites the same dread and apprehension as formerly, although no physician desires much practice with it even now. Looking for the reasons of this change, we find that we have in the first place a means of prophylaxis almost infallible if properly used; and in the second place, we have learned the value of quarantine measures strictly enforced in stopping the spread of disease generally. Now while as yet we have no means of prophylaxis as against any of the diseases named, quarantine of any affected individual is as certainly effectual in the case of any one of them as in that of Small Pox. Investigation has shown that while it may be very possible, very probable even, that certain atmospheric conditions *predispose to disease*, especially when to such conditions are added bad sanitary habits, uncleanly surroundings, and bodies enfeebled thereby, there is no atmospheric condition which alone is capable of *producing* any specific disease. If there be one conclusion of modern medical science, which seems well sustained, it is that which refers such diseases as Scarlet Fever, Measles, etc., to germs, which, like the seeds of plants, constantly reproduce their own kind; and which, when they find entrance into the human system, take root and develop, provided the conditions be favorable; and in so doing

produce those profound modifications of the vital processes which we call disease, and those further profound modifications of the whole system which in the large majority of cases where the individual survives the first attack, relieves him from liability to a second, that theory which holds in the absence of the special germ and conditions necessary for its development no special disease is possible, and which secures the safety of the well by the isolation of the sick in the first instance, and the systematic adoption of means for rendering innocuous everything used by him in the second. Acting on this theory, the importance of the school room as an agent in spreading disease in a given community, becomes evident, and the responsibility of the teacher is readily seen.

The loose ideas which prevail in regard to what constitutes isolation, however, may be illustrated by an account of an actual occurrence which took place in a large charitable institution where Ophthalmia of a contagious character had unfortunately appeared, —a disease which is conveyed from one individual to another with singular facility, and which often results in the total destruction of sight. A medical man visiting the institution referred to and knowing that many children were being received, asked what precautions were taken against the spread of the malady, and was told that the most rigid isolation of the sick was enforced; his informant, by way of proving the assertion beyond all doubt, took the doctor into the main school room where the sick and well were separated by "an imaginary line passing" down the middle of the room! This system of strict isolation did not prevent the spread of the disease, a result which gave rise to special wonder on the part of the instructors, and the doctor was favored with some remarks on atmospheric influence, profound in themselves but failing to impress or edify him to any great extent. Now, while it may be true that such a case was an extreme one, while I hope that few teachers in our State would exhibit such deplorable ignorance, it is unhappily only too often the case that children are allowed to remain in our schools, who should be at home and under proper medical treatment, simply because the teacher does not know the symtoms of disease and the danger of allowing them to remain in school.

Cases of Measles are mistaken for ordinary colds; Diphtheria is

hidden under the name of sore throat; Scarlet Fever is called Scarlet Rash; and being thus named is thought to be a harmless disorder rather than the fatal malady which it really is; Whooping Cough is thought to lose its contagious powers after the mysterious seven weeks have gone by. Again, a child is admitted without question to the school room as soon as he is thought to be convalescent from any disease whatever; very seldom indeed outside of the city of Milwaukee is any inquiry made as to whether the re-admission is free from danger to his school-mates, whether any efficient means of disinfection, either of the person or his clothing, have been employed.

I am standing in the confessional box myself; I fear that I have done this harm unwittingly, and I fear that only too many of the honorable fraternity whom I address are as ignorant to-day of these matters as I was thirty years ago, when sanitary knowledge was not so easily obtained as now. I do not wish to throw stones, but is it not a question worthy of our gravest consideration whether our teachers as a class, and especially those who are fitting themselves for their profession and intend to devote the best years of their lives to it, should not, as one very important part of their preparation, learn to distinguish the signs of the more common diseases to which children are subject? Whether it would not be well for them to know how to distinguish the features of these destroyers when they enter the school room, and thus to be able to act promptly and decidedly for their exclusion?

Those of us who have reached or passed middle life and are familiar with the fiction of our earlier maturity, will remember that charming work of the imagination, Zanoni; and will call to mind the malignant intelligence therein portrayed under the name of Dweller on the Threshold; as the neophyte, in that wonderful story, in his aspirations for high knowledge, was compelled to meet this demon at the very outset of his career and to vanquish it by his own unaided powers if he might, or be forever thereafter subject to it and excluded from the noble path on which he sought to enter; so every child born into the world seems fated to encounter not one alone but a host of foul demons in the shape of deadly disease and only too often must struggle for his very life under the heaviest disadvantage, at the most fearful odds. How many there are who fall victims at the first fierce onset, our records of mortality tell all

too plainly; how many survive the first attack to fall during a second encounter, the same sad registers show; how many seemingly conquer, but come out of the battle with direful hurts, with enfeebled constitutions, all unfitted for the game of life, which they must nevertheless play, and win or lose as best they may, there are no means of knowing; but there is not a physician in this broad land who does not see such daily as he goes his rounds, and there is no teacher who has not some of them in his classes struggling wearily on, and now and again falling out of the ranks. Is it not worth while to study the habits of the destroyer, to know the conditions which favor them, the kind of lurking places which they most affect, to learn how to keep them out of our school rooms? I am not advising every teacher to become a physician, but only that he shall know the signs of disease well enough to recognize a sick child; and, by kindly excluding such a one from the school room, protect him and his school fellows who are yet well. In many parts of Europe the authorities deem this amount of knowledge so important that they make it a point to have teachers thoroughly instructed in the signs of contagious disease, especially those to which children are more particularly liable, in some instances by circulars which are distributed among the teachers, in others by a course of lectures by competent medical men. In our own country as yet nothing of this kind has been done; only two cities in the whole United States, as far as I am aware, have as yet even taken any steps for the systematic protection of the children in attendance upon the public schools. One of these, I am happy to say, is the metropolis of our own State, Milwaukee; the other is the city of Brooklyn, N. Y. In both of these cities the regulations are substantially alike. Every case of contagious disease must be reported to the Health Department, who notifies school authorities in the district where the disease exists, and warns those affected or exposed to the contagion against attendance on school. At the termination of the case the patient, and all his surroundings are thoroughly disinfected; and then, and not until then is the quarantine raised. Proper penalties are enforced in case of any violation or attempted violation of the rules, whether by open defiance or covert evasion, and the results have been beneficial in the highest degree.

It is a most unfortunate circumstance that very few even of the

more important cities of Wisconsin have any regularly organized Boards of Health, and as a necessary consequence of this lack, no such system as that outlined above can be carried out at present. It is earnestly to be hoped that better things may be looked for at no very distant day, that every town and village will ultimately have an efficient and fearless health officer; when that time comes, and the teachers of our State can do much to hasten its coming, epidemics of Scarlet Fever, Diphtheria, etc., will be as rare as are those of Cholera and Small Pox at present. But something can be accomplished even now. The Legislature of 1881, among a great many unwise measures, adopted one deserving of all commendation, under which all needed protection can be secured. Its title is "An Act to prevent the spread of Contagious, Infectious, and Pestilential Diseases;" and the section under which children suffering from such disease may be excluded from schools, is as follows:

"SECTION 4. Any person knowingly laboring under Small Pox, Diphtheria, Scarlet Fever, or other dangerous, contagious, infectious, or pestilential disease, who shall willfully enter a public place or a public conveyance, or shall in any way willfully subject others to danger of contracting his disease, or any person who shall knowingly and willfully take, aid in taking, or cause to be taken, a child or other irresponsible person, while laboring under any of the aforesaid diseases, into a public place or public conveyance, or shall in any way knowingly and willfully subject others to danger of contracting any of the aforesaid diseases from such child or irresponsible person, or any person who shall knowingly and willfully subject others to danger of contracting any of the aforesaid diseases from the dead body of a person deceased thereof, or any person who shall in any way knowingly and willfully expose, aid in exposing, or cause to be exposed a child or other irresponsible person, to danger of contracting any of the aforesaid diseases, shall be deemed guilty of a misdemeanor and shall be subject to the same penalties as are provided in section one of this act."

The penalties referred to are a fine of not less than fifty dollars, or more than three hundred dollars, or imprisonment for terms not less than twenty or more than one hundred days.

Under this law it becomes possible, for the first time in the legal history of Wisconsin, to prohibit absolutely the attendance of chil-

dren, suffering under contagious diseases, upon our public schools; and to punish those who, from whatever motive, insist on exposing the children of others to the deadly risk of contracting infectious maladies. A previous section declares that any physician or person, assuming to act as physician, who shall issue a false certificate or any document whereby a case of such disease shall be concealed, shall be punished by both fine and imprisonment; and declares moreover that *ignorance shall not be accepted as a plea in justification.* May we not hope that the teachers of Wisconsin will lend their aid in spreading as widely as possible a knowledge of these most beneficent provisions of law?

May we not further ask that you will do your part in instructing the people how to protect their children, that you will help the State Board of Health in restricting the liberty claimed by some; a liberty that may well be restricted to the very narrowest limits, confined in every possible way; the liberty of destroying life and health by spreading contagious disease through the agency of our schools, of thus converting a blessing into a curse? May we not look to you for aid and sympathy in our efforts to spread sound sanitary knowledge among our people throughout the State, and by so doing to check, to some extent, if we cannot entirely prevent, the fearful waste of human life now taking place all around us every day?

LESSONS LEARNED IN INTRODUCING THE GRADING SYSTEM INTO COUNTRY SCHOOLS.

(Paper read by Supt. J. T. Lunn, July 5, 1881, before the Annual Meeting of Institute Conductors, held at Appleton, Wis.)

This topic seems to imply a record of my experience, favorable and unfavorable, in securing for the "Course of Study for Country Schools" such footing and recognition as now obtain for it in Sauk county; and this view of the topic supplies a basis of facts for this crude sketch. If such be not the purport of its assignment, it can pass to more clear-sighted heads for its true illumination, and the facts and deductions herein stated be set aside as irrelevant.

This course of study has, from its first inception, been incessantly thrust on the educational field of my county; and a fair estimate

of the status of three of the social factors, teachers, pupils, and patrons concerned in it, is approximately possible.

Speaking of these in reverse order, the patrons have made no general wide-spread revolt against the course, and but few violent individual outbursts are reported. A few school boards have vetoed its use, and about an equal number have prescribed its use, but do not follow up their teachers closely enough to render their orders effective; while three-fourths of the boards have bothered themselves not at all about it, neither pro nor con, but have given teachers a free field to do as they pleased.

Of the pupils, some of the larger, whose previous education was badly warped, have persisted in continuing this same warping, one-sided training, though many were tractable enough to take up the work desired to fill out the course. The mass of pupils being less than twelve or fourteen years of age have complied with all that has been demanded of them, except when forbidden by the recalcitrant parents alluded to.

It is due to these two classes, patrons and pupils, to say that three-fourths of them offer no greater or more intense opposition to this recent educational feature than they do to any other feature of our schooling however long in use, though this may result from its inefficient prosecution.

The field then being practically in the hands of the teachers, you will doubtless jump to rosy-hued conclusions of the thoroughness with which this course is operated in Sauk county.

Before taking this jump, let me quote what some of these teachers say about this matter, and then you may jump with more light: One teacher says, "I don't see what better this grading makes our teaching"; a second, "It's all a jumble to me"; a third, "The more I study the course, the more I don't understand it"; a fourth, "I have seen nothing of the course but the pamphlet explaining it"; a fifth, "I do not see how pupils can be registered by forms"; a sixth, "If we register them by forms, that's all there is of it"; a seventh, "I never can even up these pupils," and many others of like tenor.

The others reported no pupils in the lower form, none in the middle, and none in the upper, though they had respectively 14 and 17 pupils registered. If in none of these forms, where then

were they? Several remarked that their own inability, stupidity, or ignorance stood in the way of their successfully working the course. These outspoken, honest, or simple teachers are outnumbered by those who, having the same troubles and lack, are yet shrewd and cunning enough to hold their tongues about it; so that quite a percentage of teachers slur the course through incompetency, actual or imaginary.

Add to this incompetent class those who are competent enough, but willfully and lazily refuse to stir out of their old-time ruts and habits to do what they can and should do under this new dispensation of grading, and our rosy-hued first estimate loses its charming tint and becomes very sober-shaded — not overshadowed, gloomy, despondent, by no means, but an every-day affair with perplexities and hopes intermingled.

Preliminary to examination, these country teachers, one and all, have promised to grade their school work by this course of study. This committal to the course is, at that trying time, easily secured, also a promise to fill any reports required, as a basis for future operations, as they are more likely to attend to the course than if not so emphasized by this promise; and if not attended to, you have this promise to call them to account for.

Many teachers would much rather be estimated by their gushing professions of faith and zeal in the course than by their actual working it, and there are indications of too much reliance on flowery resolutions, eulogizing the course and professing unswerving devotion to it, engineered through teachers' institutes and associations. Nothing but the most pertinacious and prying supervision will hold most teachers steadfast to this work, and some will squirm out of it, do what you may. It is far easier to supply a copy of the course than to secure its constant use, as some confess that they have looked at it but a few minutes per term, at irregular intervals, and then pitched it in the desk among their other old, useless trash: illustrating, one man may take a horse to the water, but a thousand men may not make it drink.

Lack of interest to post up on the items of the course and their thorough working is due to those long lamented facts, that most of the ladies take a greater interest in the course of an engaged private school, and the other sex await an opening in some more steadfast and remunerative avocation.

Looked at in all its bearings, the *stumbling-block* in the path of this course assumes more and more the guise and name of *teacher*, and not of patron nor of pupil; and it is this teacher who should have this course drilled into him at the institute, at the association, and at the school visit, and drawn out by searching reports and statistics.

No superintendent can visit each term of school at its commencement to see that the course is started aright, and later visits find so much awry concerning it that cannot well be corrected at such late times, that a report of each school seemed desirable, and was repuired at the close of the first month, and had it been at the close of the first week the result would be better. Such report touched the organization of the school under the course, and secured more attention to such organization than any other one thing tried. Defects in reports were noticed, and teachers notified to repair damages, so that the greater part of each term was thus kept in view. A final report for each term further tested attention to the course and the winding up of the school under it.

But there are sins of commission and omission under this course which no visits can discern nor any reports fathom. Enrollment of pupils in forms is the most tangible token for a visit, but is this classification honest and impartial? Ah! there's the rub. Reports may state what was done, but you query: How was it done, and need it be done again? Enough is seen amiss to justify such doubts, and to suggest testing things. But all cannot be tested by the superintendent of nearly two hundred schools, whose other duties are far more than any one man can justly do, so *what* to test and *how* to test it are long pondered before any satisfactory solution appears.

As graduation is the climax of the course, testing and controlling it indirectly tests and controls all below it, so lower and middle form examinations and promotions are relegated to teachers alone, and graduation is selected as the point of attack. Time forbids my going into every town in the county to conduct these graduation examinations as recommended in the circular, and there is no danger that teachers or district boards will move in the matter to conduct a joint session. Graduation examinations in connection with teachers' examinations are suggested and laid aside, because, on ac-

count of distance and diffidence, the pupils can not or will not put in an appearance.

As graduates are scarce in every school, and in most schools not any, it is at last decided to have teachers submit questions (as an experiment) and forward the papers of applicants for graduation to me for decision.

The questions and answers from more than a dozen schools are submitted, from which the following deductions are made: A few sets of questions were too superficial, and imply memorized answers; most sets of questions kept within the limits of the term's work, and did not test the length, breadth, and thickness of the course.

The answers of these applicants for graduation were, in many instances, sadly lacking in neatness, in arrangement, in grammar, in comprehension or exposition of the subject-matter; several had not completed all the branches of the course, but expected to graduate minus constitution, or grammar, or history, or geography, or any two or more of these. Various things indicated that all these applicants would have been graduated by their respective teachers, so that Sauk might have had a score or two of graduates instead of the six who passed the superintendent's inspection and received diplomas.

The conclusions on this experiment are that graduation questions will be printed and sent to such teachers as notify me beforehand that they have pupils preparing to graduate; that a set of printed instructions accompany the questions; that they shall be sent in sealed envelopes to be opened only on the day of examination, which shall be uniform throughout the county; that the envelope shall on its face specify its contents and day of opening; that thin paper, similar to that on which this is written, be procurred for examinination, and that for economy of postage both sides of a sheet be written on, excepting one-fourth of one side for filing; that as soon as possible the teacher mail the papers to the superintendent, with a statement that the instructions have been complied with.

These examination papers mainly came in March, during the lull between visiting winter schools and spring examinations of teachers, so that they did not conflict with other duties.

To those who seemed to have mastered the course neat, tasty diplomas were issued, on the face of which was printed, "This course is considered the least a citizen should know," to forestall any conceited bragging over others who had it not; and also to advertise how much more most citizens should know than what they do know, so that they might provide it for their children.

Graduation and diplomas prove quite stimulating to friendly and jealous rivalry, so that one diploma in a district is an irritant for more.

Also, as every graduate is possessed of a fair knowledge of the elements of each third grade certificate branch, there seems to be a tendency to expand this knowledge to the certificate standard, and to prepare for teaching, and an increased number of teachers from our country schools seems probable.

Guided and urged by teachers, and aspiring to graduate, an increase of students is perceptible in the less usual branches, as grammar, history, and constitution; and as a whole, a quite perceptible expansion along the full line of the course is commenced, and needs fostering cultivation.

This "rounding out" the scholarship to include more than mere reading, writing, and arithmetic, and "evening up" pupils in these branches, stand charged with most of the outbursts of opposition so far reported; and at this stage it is doubtless just as well for the course that teachers have been careless about it, as bowing to these outbursts has mollified the objectors so that two or three of their pupils have voluntarily taken up studies into which they had previously refused to be forced.

It is right here that oral teaching proves the friendly ally of the course by foregoing text-books in grammar, history, etc., until the pupils are familiar with their elements, and aid the teacher to induce the parents to provide text-books. One good teacher of a large school reported every pupil straight in some form or other. Questioned how this was secured, she said by telling each newly promoted pupil that he belonged in this or that oral class in such a matter-of-course style that each thought it must be so and went to work accordingly.

Promotions from form to form compel attention to the standard for such promoting. Teachers who like to flatter are classify-

ing pupils as upper form, if they have one study in it; others are classed as upper if a majority of their studies are in that form; while under my instructions no pupil is classed as upper form who has any work in a lower form. This latter standard was taken to limit the number of pupils in the upper form registration to those of honorable acquirements, and to force attention to the full round of each lower form's work.

As in city graded schools it is not usual to issue certificates of promotion from grade to grade, the advisability of issuing them from form to form in country schools is debatable on account of the expense of printing and distributing the tens of thousands needed, and the tendency to use them to flatter friends and punish foes.

Certain work or methods of the course have been repeatedly complained of. The Grube method, with its peculiar diagram of horizontal notation, has so little in common with the usual vertical notation that teachers and pupils seem unable to make the transfer without loss of time. If the Grube ideas were applied to the vertical notation alone, better progress is probable.

The primary geography is generally regarded with dislike, and teachers say they cannot expand this observed geography to cover three or four years' work with profit to primary pupils; and that some points involved are better adapted to the upper than to the primary form. More map work on the larger land and water masses and their chief divisions, is demanded, and on county and State.

History, especially in the middle form, which is conversational, needs itemizing so as not to be wholly dependent on individual selection of goody-goody, light yarns on the one hand, or dry-as-dust, weighty topics on the other,— neither having any connection with the other, nor with the coming upper form work.

Bisecting and trisecting straight lines for a couple of years or so, and then forming a few angles and triangles for as much longer, is hardly the primary drawing that teachers can spin out, nor little children take any interest in. Some of the construction and repetition work of the other forms should descend to this.

Though primary phonics and language should be taught with reading, they would be more noticed and taught connectedly if printed by themselves than if mixed in with the reading, as I have

several times picked them out of the reading for teachers who did not know where they are.

A limited schedule of the constitution is also needed by teachers who do not feel strong enough to sift this subject for themselves.

If productive of no other good, this course and its attendant instructions have at least increased discussion and thought of school meetings and management; and many times when I have seen teachers doing wrong, I have taken out their pamphlets and referred them to its methods of doing the same things; and there it is, a constant monitor, often rejected or neglected it is true, but still better than no monitor at all. Its modern methods of reading call for oral teaching, objective illustration in numbers, study programme, examinations, records, and several other equally valuable features, all silently imply so many defects in the usual country teaching and tend to remedy them.

These, though efficient, are also impalpable to the ordinary sense, and we cannot measure them off by the yard or by the pound to convince the public that this is a money saving device, yet with all its drawbacks in composition and in execution, with all its future perplexities and requisitions, it is as much a source of good as any other product of this and our kindred association, and well repays whatever it has cost us and the State, much of which is due to its telling *how* to do the things most needing to be done, and this *how to do* is worthy of more extended consideration in succeeding revisions of the course.

THE AUTOCRAT OF THE SCHOOL ROOM.

O. W. Holmes has written a charming volume entitled "The Autocrat of the Breakfast Table"; and in imitation of so good an example, one might be permitted to attempt to draw a faint outline of another autocrat, somewhat nearly related, the Autocrat of the School Room! And in advance we may be allowed to whisper softly in the ear of teachers, and to ask if they can guess who that worthy is — their noble selves or some one else, the teacher or the scholar, the school committee or an honored member of the educational board with individuality largely developed? The fol-

lowing sketch may perhaps help to suggest something like a solution of the question, a matter which so nearly concerns all whose good or ill luck it may be to "strut their little hour" behind the time-honored desk of "ye pedagogue!"

It used to be the boast of a certain old-fashioned school-master, or "dominie," as this useful functionary is even yet sometimes called in the northern portion of Great Britain commonly called Scotland, or the famous "land o' cakes," that "teachers ruled the nation"; yes, that they more than any other class were the true autocrats. And this doctrine, he maintained, was easily proved, because founded on the strictest logical reasoning; and at evening tea-parties, especially, or around the social board, when "the cup that cheers but not inebriates" was temperately indulged in by old ladies of both sexes, this ancient pedagogue often waxed eloquent in maintaining, after the manner of the school-men, his favorite thesis or proposition. And this he did with all the more confident assurance because nobody ever thought it worth while seriously to refute or oppose so harmless a bore. "Ladies and gentlemen," he was accustomed to say on such occasions, "logic is logic and there is no use of attempting to get over it. The despised, underpaid, overworked 'dominie' is after all the true and undoubted leader of men, the real moral and intellectual autocrat. To deny it would be to make old Aristotle roll over in his grave! For, does not every competent school-master rule the children committed to his care, and do not the children rule the mothers, and the mothers the fathers (cries of oh! from the old ladies), and do not the fathers of our school-masters, by their free and independent votes, send representatives to parliament, where the laws of the land are made or mended? Therefore, is it not manifest to the very humblest capacity, and so plain that he that runs may read that,

'The hand that guides the school room
Is the same that rules the world?'"

At this stage of the proceedings, our worthy old "dominie" would usually pause to take a huge pinch of snuff, which generally had the effect of bringing on a violent fit of sneezing; and this circumstance, much to their gratification, usually saved the sedate company the pain of a farther infliction of additional illustrations

of the moral and intellectual supremacy of the school-master in all mundane affairs.

Such a triumphant and convincing "demonstration" of a great and interesting truth in pedagogy, must surely be very gratifying and consoling to the feelings of every humble teacher! Would, however, that the proposition so pompously announced, were universally true, and not, alas! but only partially so. For one thing, how delightful to average human nature, the pleasing feeling that we can rule and control others, "saying unto this man come and he cometh, and to another go and he goeth." How very agreeable to have the ever-present consciousness that we are autocrats, without the personal risk usually incident to such elevated positions! "Uneasy lies the head that wears a crown," says the immortal William. We can easily fancy it. His Czarship of all the Russias, how unsafe and uncomfortable he must feel after the late terrible "object lesson," trembling at every unwonted sound, even within the inmost circle of his eight cordons of trusty soldiers, armed to the teeth! Unwilling to part with one iota of the traditional prerogatives of the proud and despotic house of the Romanoffs, he is apt to forget that "the world moves" — the moral as well as the physical world. Royal eyes, we fear, seldom deign to scan the pages of humble school journals, or to glance at "educational columns," or they would perhaps behold something at once to their advantage in one way, and to their disadvantage in another. They would thus, undoubtedly, find that there is only one way of governing men, as there is but one method of ruling children, and that is by wisdom and love, and not by violence and coercion. Such lofty personages, however, do not seem to know that, of late years especially, the light of human intelligence has been advancing and spreading at a rate which is well symbolized by the beams of the rising sun, when, in his imperial majesty, that bright luminary walks forth from his crimson chambers of the east to bless and to cheer all the nations of the earth. These personages seem to dwell too much, mentally at least, in the past ages of the world; they do not appear to know, or stop to reflect, that the "school-master is abroad" in earnest, and that, to all intents and purposes, the scepter has now virtually departed from kings and emperors who have proved themselves unworthy to wield it, and is now in

better and more reliable hands — the hands namely of whole-souled, live, and progressive teachers.

How pleasing then the thought that one is such an autocrat, and capable of such an influence, even if your actual empire is no larger than a 16 by 22 feet log school room! To be monarch of all you survey must surely beget delightful sensations, and help to smooth over many troubles and vexations which fall to the lot of the teacher in common with others. Some there are who naturally love to rule solely from the love of ruling, and such are sometimes found in the school room as well as elsewhere. Of such a one who, from being a professional orator had, through bad luck, become a teacher of a village school with only an assistant, the famous Grecian orator Demosthenes, whose opponent he had formerly been, sarcastically remarked in alluding to his former rival, that from being a *demagogue*, an artful leader of the people, he had fallen to the rank of a *pedagogue*, a pedantic leader of youth! This pedagogue would thus seem to have been one of the class just alluded to; and when he failed with "children of a larger growth," there was nothing more natural than that he should seek the almost equally congenial business of controlling the smaller ones.

In European countries, at least among the more advanced nations, they have had the advantage of more educational experience than ourselves; and thus they have had time to build up better *systems* than we are yet possessed of, and it must be admitted that, in some respects at least, their public school-teachers have the manifest advantage over ours. Thus, personally or practically, they appear to exercise more "authority"; they belong to *a profession* and have an assured social standing, holding their positions *ad vitam aut culpam.* Every public teacher is thus a species of autocrat within his own domain; and so long as he continues to do his duty as a teacher and maintain an unblemished moral character, no amount of adverse criticism can ever hurt him in the tenderest part, that is, in the pocket; they have taken him "for better or for worse." How different this from the present unstable position of a teacher among us, subject as he ever is to all the petty prejudices, humors, and fancies of the proverbially fickle crowd, "*profanum vulgus*"! Yet, it is an undoubted fact that without this feeling of permanency and security hardly any man can ever put in his best

licks for the benefit of his employers. Rather will he be apt to become a trimmer and time-server, working to no great purpose really, but careful only to keep up appearances, and to chime in with the prevailing or popular notions on the subject of education.

Among us who are the inheritors of a somewhat different order of civilization from the European, another claimant to autocracy not unfrequently dawns upon the school room. The spoiled, misgoverned or neglected, self-willed child, accustomed to have his own way at home, here too often attempts to seize the reins of government and to rule both teacher and school! Fond, unthinking parents, lazy fathers and scolding mothers, who never visit the schools, are but too ready to believe whatever their pets may chance to tattle at home about the teacher, his sayings and doings, his faults of omission and commission, especially if that unlucky official has had occasion frequently to correct and punish the culprits. From Maine to Minnesota the universal complaint arises that the number of such ill-regulated children is continually increasing. Now, if these were properly chastised at home, it would be more creditable to the parents, and in the end far more beneficial to the unfortunate children themselves who are thus allowed to grow up bold and defiant. Obedience to proper authority, simple and unquestioning, is one of the first and best lessons which parents can inculcate. For want of such salutary restraint, much wide-spread evil exists in society, and will continue to accumulate. In too many families, parental government, which underlies all other government, seems to be a "lost art;" very many children now growing up in our midst with little or no training or guidance are as lawless and ungovernable as wild asses' colts. And for want of this parental training and discipline, the children are not seldom the real autocrats in our schools, and the teacher their slave and master by turns, oftener in fact the one than the other. In educational publications and at "teachers' institutes," we read and hear much of "government and discipline in schools;" but what seldom meets our eye or greets our ear, anywhere, is a timely word of advice to parents themselves to remember their obligations to their families, and to "train them up in the way they should go."

But while, by the laws of nature no less than by the revealed will of Heaven, the parent is bound at his peril early to commence

the moral education of his child, the public school-teacher should be empowered systematically to carry out the work thus begun. For thus alone, as all history shows, can we reasonably expect to be enabled to perpetuate our free institutions in their integrity. The communication of mere *knowledge*, however extensive or profound, can never afford any solid guaranty for its proper application. By such means we may succeed in making young people very smart and very knowing, but we may be thus only preparing a Frankenstein, a monster without heart, feeling, or conscience, yet fully equipped with ability to destroy. In a profound and admirable paper entitled "Moral Education and the Government," published in the May No. of the "*Wis. Journal of Education*," and written by C. A. Willard of West Depere, are stated very clearly some valuable and important truths bearing upon this subject. While rightly deprecating all government interference in religion, Mr. Willard yet holds that "a recognition of the Supreme Being, and man's accountability to him, must lie at the foundation of a true and well-defined moral sentiment." He also observes that "experience reveals the fact that whenever the state has failed to conserve and protect the sentiments and co-operative influence, growing out of the family, she antagonizes her own safety." Further on, he says: "It is a fact, as all experience has proved, and one that it becomes us as a nation to consider, that superiority in knowledge without a thorough moral education, is not sufficient to protect and preserve human rights." Again, he wisely remarks: "But man's destiny is higher than physical comfort or material progress, though each is important and essential to the highest development of the other."

It would be well for the best interests of the community and the success and popularity of our educational literature, if teachers of mature experience and cultivated minds, leaving for a time the dry technicalities of the school room, would seek occasionally to open such broad and enlightened views of the scope and tendency of their work, and its ultimate bearing upon the well-being of society. This question, for example, of the moral education of the citizen of a free country is in reality the most profound that can be presented, and touches us at every point. It is the highest subject that can occupy the thoughts, or touch the heart of man;

and its solution demands the hard tasking of the best powers of man's understanding. It is the Sphinx's riddle which is now being presented to this country for solution, and she must solve it or be prepared for the inevitable consequences, some of which are already beginning to appear. All agree that our material prosperity is unprecedented, and constantly increasing. Thus we possess the physical basis of national greatness in perfection. The question is, will this ever-growing wealth be a national blessing or a national curse in the end? In a brief but able address recently delivered by Hon. Wayne McVeagh, before "the American Institute of Mining Engineers," that gentleman well and truly says: "Whether this great material prosperity shall in its influence be productive of good or evil depends not at all upon the prosperity itself, but wholly upon the spirit in which we and our children shall accept it. *The natural tendencies of wealth are perhaps not towards refinement, but are towards vulgarity; not towards elevation so much perhaps as degredation of life;* and therefore none of us should ever forget that the chief blessings which years can bring up are not after all new mines of gold or silver, or coal or iron; new railways of illimitable wealth; new wheat fields of boundless extent; not even new engineering works of unexampled grandeur, but that generous culture of mind and heart which shall give us sweeter manners, purer laws, and make us wiser, better, broader men than ever before." G. HARPER.

ANCHORAGE, Wis.

SELECTED.

SHORT ARTICLES.

TANGIER.—It is a very ancient city, the oldest city but one in the world. The Moors of Spain in the time of Aboo-Abdallah made pilgrimages to it on account of its antiquity. The cloth merchants, and the swarthy money-changers, and the shrill water-carriers were plying their trade, and all the indolent, feverish life we witness today was seething, in these narrow streets, when Christ was a little child in Nazareth.

Founded in some unknown period, by the Carthaginians it is sup-

posed, Tangier — the Tingis of the Romans — has always been a bone of bloody contention among the nations. In the reign of Claudius it became the capital of the province Mauritania Tingitana, and was an important city. Wrested from the Romans, it passed successively under the rule of the Vandals, Greeks, Saracens, and Arabs. In 1471 Tangier fell into the possession of the Portuguese, who, in 1662, ceded it to England as a portion of the dower of the Infanta Catharine of Braganza, queen of Charles II. The English, finding that the occupation was not worth the cost, abandoned the place in 1684, after demolishing the mole. Here a quaint and incongruous figure appears for an instant on the scene — the figure of Mr. Samuel Pepys. I think it was a conception of high humor on the part of Charles II. to send Mr. Pepys among the Moors, for it was by the king's order that he accompanied Lord Dartmouth with the fleet dispatched to destroy the sea-wall. This precautionary piece of engineering left the bay of Tangier in such plight as to render the town impossible of approach by large vessels, except in the rarest weather. The ruins of the old mole are still visible at low tide, ragged, honey-comed blocks of masonry, looking, when seen through the transparent emerald of the Mediterranean, like ledges of silver.

The water in the harbor is so shallow that until the present emperor projected a landing for small boats, the visitor arriving there by sea was forced to go ashore on the back of a native. This has been the emperor's sole concession to the spirit of modern progress. During the last hundred years — But my strong interest in the historic part of Tangier ends with Mr. Pepys.

From any point of view the hoary little town is vastly interesting; the remoteness and obscurity of its origin, the sieges, pestilences, and massacres it has undergone, and the tenacity with which it clings to primitive customs and beliefs, are so many charms. To walk its streets is to breath the air of Scriptural times. There, to-day, fishermen costumed like Peter are dragging their nets on the sandy shingle outside the gates; at the fountain stands Rebekah with her water-jar poised on her head, and a hand-breadth of brown bosom lying bare between the green and yellow folds of her robe. To-day, as eighteen hundred years ago, a palid, hook-nosed man shuffles by counting some coins in his palm — the veritable

thirty pieces of silver, perhaps. If it be not Judas Iscariot himself, then it is a descendant, and a striking family likeness. In brief, Tangier is a colossal piece of bric-a-brac which one would like to own.

A countryman of ours, a New Yorker, if I remember, once proposed to purchase Shakespeare's house at Stratford, and transport it bodily to Central Park. I had a like impulse touching Tangier. Perhaps, I may be permitted to say that I *have* brought it home with me, and set it up in Franklin Square.—T. B. ALDRICH, in *Harper's Magazine for August.*

THE REVOLUTION IN THE STATE UNIVERSITY.—There has been a revolution in our State University. For years the feeling has gained strength, that the institution was in too quiescent a condition. It existed — so men knew by inquiry — but its being created no ripple in the sea of our social and intellectual life; its existence was no factor in any of the movements of our social economy. Its president, Dr. John Le Conte — not only a finished scholar, but a great specialist in his line of the physical sciences — was too much the student and investigator to exert by means of his school that active, omnipresent influence in the commonwealth, which forms one-half the design and worth of a great university. The great mass of college-bred men, together with all intelligent people interested in the success of the system of which the University is the crown, have had this feeling for years. Only a keen appreciation of Dr. Le Conte's deep learning, a cordial regard for his high character, prevented an earlier consideration of the necessity for a change in the executive of the University.

At the beginning of this school year, the Regents were called on to confront the problem of sustaining the institution with a diminished income. Added to this was a falling off in the number of students, and a general indifference on the part of the community.

The Advisory Committee of the Regents held frequent meetings, and discussed matters in all their bearings. The outcome was a report, which first separated the chair of physics from the presidency; second, declared vacant the chair of mathematics and some minor positions; third, equalized salaries, in some instances making

reductions, which, on the whole, have saved about ten thousand dollars per year.

No sooner was this report before the people of the State, than the press took up the cry that the changes were actuated by political reasons. Nothing more unfounded and senseless could well be imagined. The men and newspapers that criticized most freely had themselves given expression for some years, by their comments on University matters, to the motives which induced the Regents at last to take decisive action.

However, *malgre* all opposition, the report of the Advisory Committee was adopted, and the Regents having received and accepted Le Conte's resignation, prepared to elect a new president. After considerable canvassing of the merits of different candidates, the Regents, by a vote of eleven to seven, elected Prof. William T. Reid, principal of the San Francisco Boys' High School.

The attitude of the press on this election is something peculiar and without precedent. Prof. Reid is a graduate of Harvard University. He has been a head assistant in the well-known Boston Latin School. His administrative ability has been tested and approved in the school superintendency of Brooklyne, Mass. Finally, his success in our Boys' High School has been such as to demonstrate the high order of his scholarship and ability.

With this record it would appear natural, logical, a matter of course, to select him for the one place next above that which he has already adorned. So undoubtedly must the Regents have reasoned when they chose Mr. Reid

Amid a storm of adverse criticism, coldness, and opposition, that gentleman enters on the duties of his high station. The clouds, however, have already begun to lighten. Like a herald presaging the sunshine of success, comes a letter from the banker, D. O. Mills, until recently a Regent of this same University, inclosing a check for $75,000 for the endowment of a Chair of Social and Political Economy and Civil Polity.

Mr. Mills is determined, evidently, by his example to rebuke, in a marked and unmistakable manner, the disposition on the part of the press to prejudge the results of the action of the Regents and impede President Reid's labors in the field of the higher education.—*Pacific School Journal.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

Q. Who should settle with the treasurer and audit his accounts, the board or the district?

A. The statute provides specially that the board shall do it at the close of his term of office.

Q. What is the remedy when the treasurer refuses to pay orders drawn on him by the clerk and countersigned by the director, for brooms, crayons, etc.?

A. In the first place the clerk cannot lawfully draw an order on the treasurer for unauthorized expenditures, and unless the district provides a fund under section 340 R. S., paragraph 5, for the purchase of such "appendages," the treasurer should decline to pay orders drawn for such purposes.

Under section 435 R. S., "the board" is required "to provide all necessary appendages during the time a school shall be taught" in the house they are required to "keep in good condition and repair." "Appendages" are usually understood to be out-houses, stoves, bells, blackboards, etc., and while *crayons* may be strictly held to belong to the "apparatus" provided for under section 430 R. S., paragraph 9, also under section 436 R. S., defining the duties of the board, it seems clear that *brooms* must belong to the "appendages," and when the board is required to keep the house "in good condition," the authority to procure the necessary means to accomplish that end is implied, and when no fund has been provided for the purpose the board is clearly authorized to obtain the articles and submit the bills for allowance at an annual meeting, or a special one, the call for which mentions that as one of the objects of the said meeting.

If a treasurer refuse to pay orders lawfully drawn against an appropriated fund in his hands he is guilty of embezzlement (see sections 4418-4421 R. S.), and is punishable by imprisonment or fine.

Q. Can a district lawfully vote a tax to raise money to compensate the treasurer and director for their services?

A. There is no provision in the statute for any such action, and

since the provision made for the compensation of the clerk is so carefully and particularly specified and limited, it is clear that the omission in the case of the other officers was intentional.

Q. Ought a member of the board who is also an Insurance agent place the risk on the school-house with one of his own companies, provided one of the other members of the board objects to it?

A. This is another of the old, old cases of public duty versus private interest. Of course two members of the board proceeding legally may do anything the board is empowered to do, and there is nothing in the statute against the action contemplated in the question. It is wrong in policy.

EDUCATIONAL MEETINGS.

CONVENTION OF SCHOOL SUPERINTENDENTS.

APPLETON, July 7, 1881.

In response to the call of the State Superintendent for the semi-annual meeting, the county and city superintendents assembled at Appleton in the college chapel of Lawrence University at 2:30 P. M., July 7, 1881.

The convention was called to order by Supt. C. E. Buell. State Superintendent W. C. Whitford was elected President, and Agnes Hosford, Secretary.

The following named superintendents were present:

State Supt. W. C. Whitford.

Ass't State Supt. S. S. Rockwood.

COUNTY SUPERINTENDENTS.

Henry Neill, Columbia; C. E. Buell, Dane; Miss Florence Tickner, Dunn; Miss Agnes Hosford, Eau Claire; Ed. McLoughlin, Fond du Lac; D. A. Mahoney, Kenosha; C. G. Thomas, La Fayette; John Nagle, Manitowoc; Richard G. O'Connor, Marquette; John A. Lieth, Outagamie; Jas. T. McCleary, Pierce; Wm. Jones, Rock, 1st Dist; Miss Betsey M. Clapp, St. Croix; James T. Lunn, Sauk; B. R. Grogan, Sheboygan; Wm. R. Taylor, Walworth; John Howitt, Waukesha; W. W. Kimball, Winnebago.

CITY SUPERINTENDENTS.

R. W. Burton, Janesville; James McAlister, Milwaukee; A. H. Conkey, Appleton; C. F. Viebahn, Watertown; C. D. Abbey, Wausau.

The convention then listened to an address by Superintendent Whitford, (which is published in full in another place in this number of the JOURNAL—EDS.)

Supt. Lunn. There is much difficulty in obtaining short, sharp, decisive answers in theory of teaching. Teachers often avoid the point aimed at by the examiner. The *theory* of teaching may be good and the practice bad. In oral examinations, teachers in his county were questioned on what *ought* to be done in teaching certain branches, then as to what *was* done.

Supt. McLoughlin read a paper on Township System of School Government, advocating the system for the following reasons:

1. Secures simplicity and economy.
2. Taxation, for school purposes, would be more uniform and equitable.
3. A better selection of teachers for particular schools could be had.
4. More effective supervision.
5. Uniformity of text-books and gradation of schools.
6. Steadier management and more stable support of the schools.
7. No more school houses would be built and schools supported than are needed.

Much discussion was elicited.

Supt. Jones believed township system more simple than district system; that visitation of schools by school officers and their co-operation with teachers could be more easily secured and that taxes would be more nearly equal.

Supt. Whitford stated that more towns had adopted the township system in the last year than ever before. He thought there were forty towns, chiefly in the northern part of the State, in which that system is in operation.

Supt. Grogan thought country schools could not be graded until township system is adopted.

Supt. Buell regarded township system advantageous in grading country schools, but not essential.

Supt. Lunn referred to those States in which the township system exists as evidence that schools are not always better under that system than under the district system, citing Pennsylvania and Indiana as examples.

Mr. Crawford, of Penn., stated that the system of that State is practically the district system.

Prof. Graham. We need not go to Pennsylvania nor Indiana for witnesses as to value of township system, but should consider the needs of Wisconsin.

Supt. Lunn reminded Prof. Graham of a paper read by him at a former meeting of the State Teachers' Association, based on Norfolk examinations, in which he had shown that the schools of Massachusetts, under the township system, were in need of reform.

The Uses and Abuses of the County Superintendency were presented in a paper by Supt. B. R. Grogan. The following points were discussed:

1. Township System. 2. Legal Duties. 3. Educational Qualifications. 4. Election. 5. Appeals. 6. Examination of Teachers. 7. Institutes. 8. Teachers' Meetings.

Supt. Thomas. More power should be granted county superintendents in

condemning school-houses and in designating sites. Town boards sometimes influenced by friends or by self-interest to the injury of school-district.

Supt. Mahoney inquired what was Supt. Grogan's practice when applications for certificates were made by boys and girls or by persons of known immoral character.

Mr. Grogan in all such cases refuses certificates.

Supt. McCleary asked that those superintendents who believed they could judge of a school in twenty minutes be requested to stand. This brought several to their feet.

Supt. Buell moved that a committee be appointed by the President of the State Teachers' Association to report at their next meeting a bill in regard to qualifications of county superintendents, which, if approved by the Association, should be submitted to the Legislature.

Supt. Mahoney moved to amend the motion by substituting chairman of this meeting instead of President of State Teachers' Association. Amendment was accepted, and motion carried. Superintendents C. E. Buell, B. R. Grogan, and Betsey M. Clapp were appointed as this committee.

Supt. Betsey M. Clapp read a paper on the subject, Is a Uniformity of Teachers' Examinations throughout the State Desirable? The following is a brief digest of it:

Clearly it is not the province of this paper to say whether practicable, but only whether desirable.

In judging of the desirability of any proposed measure, we are quite liable to look at one side and not at both. Questions of absolute right and wrong have but one right side; but questions of the expediency of certain courses of action often have much that is right on both sides, and some that is wrong. Then we must weigh, compare, and judge.

Is a uniformity of examinations desirable? It is desirable that the candidates for the teacher's office have a fair, judicious test of their preparation and ability, as nearly uniform as the conditions of the work in the different localities will allow.

A set of questions, prepared by superior wisdom and experience, and sent to each examiner for use, would seem to have advantages worthy of consideration. A select committee of known experience and culture would undoubtedly prepare a wise and worthy scheme of tests, far above the average of individual questions. It might be supposed to put all candidates upon common ground with the same work to do and the same opportunities for success.

If the work of the committee could be extended so as to furnish a complete set of answers and a square rule by which to measure the exact worth of the candidates' work on a scale of 10 or 100, so reducing the whole matter to a machine, we might approach uniformity. But so long as the judgment passed upon the work must be individual, with individual notions and standards, the unity that seemed so obvious is liable to be greatly marred.

A superintendent may perhaps embody his own whims and pet notions in questions and so subject teachers to unworthy tests; but he who would be whimsical in putting questions, would be whimsical in judging of answers, and the liabilities to injustice would be reduced but little.

There is little question that every superintendent would like to receive a package of questions prepared for use. It would be a desirable relief from labor and responsibility; but universal experience and observation teach that our effort and application are in direct proportion to the inevitable demands upon us. So if we would have efficient supervision let us be careful how we remove responsibilities and reduce the labor.

While each superintendent should seek, through acquaintance with others and their work, to come upon common, approved ground, he still has work growing out of the conditions of his own county, that is not just like the work of any other county. He may have certain needs differing from those of other sections, and if free to apply his own tests, he may do much towards building up his teaching force by the line of questions he presents. While they shall be fair and within a fair range of acquirement, they may yet be suggestive and carry an inspiration to broader application. They may inspire thought in certain needed directions. While the legitimate object of examination is a test of present attainment, it may incidentally be an incentive to higher work, and result in the better state of both teacher and superintendent.

The superintendent who is closely related to the teaching force of his own county, and has a living interest in that part of the educational work entrusted to him, will be more likely to make his examinations an aid in the work than a committee whose only work is to prepare a definite set of questions and whose interest in the matter ceases when the questions are sent out.

It is probable that in single counties it is often found necessary to vary questions somewhat in a succession of examinations; the need would not be less if the questions were to travel the whole State.

Some test of the teacher's preparation for his work is desirable and right; trusted to one, there is much room for abuse of power; divided among several, there is danger of shirking responsibilities.

Any plan will be welcome that shall guard any more successfully the privileges and rights of candidates, and, at the same time, secure better results in the work of our schools.

Supt. Neill believed that, owing to the various needs of the different counties, each superintendent should prepare his own questions.

Supt. Grogan thought the preparation of the questions a valuable means of education to the superintendent.

Supt. Lunn moved that a committee of five be appointed to prepare a set of model questions, each member to furnish two questions on each subject, and the whole to be submitted to the State Superintendent. Motion was carried and the following named persons appointed by the Convention: Supts.

Betsey M. Clapp, Henry Neill, D. A. Mahoney, C. G. Thomas, and Ed. McLoughlin.

Supt. D. A. Mahoney read a paper on Difficulties of Grading Country Schools. The following is a brief synopsis:

One of the chief obstacles in the way of an efficient grading of our country schools is what, if we wished to be polite, we would call conservatism; but which is better expressed by the word fogyism,— old fogyism and young fogyism, which is worse.

In educational matters we are groove-runners, both in the East and West. Massachusetts has been running in the deepest groove of all for many years, and when a live man threw one of his schools out of the rut the people were so much startled that the change was heralded to the world as a discovery under the name of the "Quincy method."

However progressive our people may be in other matters, they seem to regard any change in the school system as a dangerous innovation, and to the end that the much vaunted bulwark of American liberty may be preserved intact, such changes are frowned down.

Superintendents who have tried hard to introduce this grading system into our schools have been surprised to find parents opposing them,—accusing them of attempting to turn the district schools into high schools, etc.

Then there is your fogy teacher. Old fogies who taught school when the morning stars sang together and who never have learned that the world moves. Young fogies who have just heaved their intellectual vastness above the horizon of pedagogics, and who know more about teaching than all the professors in all the normal schools in the State.

The gentlemen who framed this system of grading did not consult either of these parties when making out the scheme, hence the whole plan meets with instant condemnation, and they will not even try it. Those people are too smart for this world, and we ought to be thankful that they are few.

Many good teachers have become discouraged because they do not see immediate good results from the introduction of the grading system. It is going to take much time and work to perfect this matter. There is at least one superintendent in the State who, when he agreed to grade the schools of his county in one year, took a contract which he could not fulfill.

Many teachers are willing to try the scheme, but they start from Doubting Castle, and because the scheme does not fit like a glove, or because they cannot reap immediate benefit from the plan, Giant Despair overtakes them, and before the end of the term the matter is quietly dropped.

The irregular attendance of the pupils hinders us in our work. Given a grade which is working nicely, the absence of part of the class for one-half the term destroys the grading.

Multiplicity of text-books is another great drawback. Here again the parents are at fault. Books that were good enough for them are good enough for their children. And if we do get a uniformity established, some meddling agent for a rival house will break it up before the end of the year.

Change of teachers is the worst obstacle which we have to contend against. The teachers of the winter schools have in many instances graded their schools in a very creditable manner, but the superintendent finds that the summer teacher has not attempted to preserve the grading. Teachers who have never been to other than a district school, girls from the city who know nothing of the management of district schools, often destroy in the summer what a good teacher has done in the winter. Then there are the school-keepers who care for nothing but the $20 or $25 per month which they receive but do not earn.

Again, in promoting from one grade to another we often experience difficulty. One or two members of a class fail, and what to do with them is what troubles the teacher. They have failed to pass into the higher form and they are ahead of the class which is just entering the form which they are in. To put them back with the class which is just entering the form seems unjust, and yet to put them back part way will form a new class, and the grading is broken.

There are a thousand and one difficulties to be encountered in this work, which will retard its completion for years. Nothing but hard work will win. The superintendent must be a man who is willing to work, and who knows how to work. Clear grit will carry him through. But it is not within the province of this article to suggest means of avoiding or overcoming these difficulties. I was merely asked to get you into trouble, and having done so, I will leave you there.

Owing to the lateness of the hour, discussion was omitted. Motion made and carried that the papers read by Supts. Grogan and McLoughlin be requested for publication.

On motion, convention adjourned *sine die*.

W. C. WHITFORD, *President*.

AGNES HOSFORD, *Secretary*.

HISTORICAL DEPARTMENT.

THE MONTH AT HOME.

For weeks past the most anxious thought of the American people has been centered about the wounded President. On July 2, as President Garfield was entering a railway station in Washington, he was assailed by a disappointed office-seeker named Charles Guiteau, who fired two shots into him from a heavy revolver. The wounds were thought to be fatal, and a sadder Fourth of July was never passed than the one immediately ensuing.

At present writing, however, the President's recovery seems tolerably certain, and his removal to a more healthful air than that of the Potomac flats is promised within this month.

The theory at first generally accepted concerning the would-be murderer, was that he was insane. There seems to be a reaction since, and many reject the idea of insanity, crediting the act to what, in the phrase of the day, is called "pure cussedness."

The most note-worthy fact in connection with the dastardly act has doubtless been the wide and general feeling and expression of sympathy that it has evoked. From all parts of the country, North and South, from all classes of people, from foreign statesmen and rulers, has come one grand wave of sympathetic expression. Most noticeably has this been observable in European quarters, governmental and journalistic. That the civilized world should have been so profoundly moved by this single event, gives one a renewed faith in and hope for poor human nature.

Another important consequence of the vile deed is the great quickening of the public mind in the direction of civil service reform. It has called attention sharply to our mischievous method of filling public offices, and has intensified convictions already formed or forming on that subject. It is possible that Guiteau's bullet has, after all, been of service to the American nation, little as such a result could have been expected.

Solicitude for the President's safety tended to diminish public interest in the New York senatorial contest, though the attempted crime was seen to have some connection with the Conkling imbroglio, which had served indirectly to give direction to the assassin's vagrant will.

The "dead-lock" went on, however, for several weeks longer. It ended with the election of Messrs. Warner Miller and Elbridge G. Lapham, both members of the House of Representatives, to the Senatorial seats vacated by Conkling and Platt.

The history of this country hardly contains an instance of such fatal blundering by a public man of acknowledged intellectual power as this of Mr. Conkling, and, on the whole, it forms one of our most instructive political lessons.

Justice Nathan Clifford, for 23 years a member of the U. S. Supreme Court died recently at his home in Maine.

A great disaster befell the village of New Ulm, Minnesota, on July 15, in the shape of a cyclone, probably the most terrible on record in its results, which were even more serious than those of the tornado which destroyed Mansfield, Mo., a year or two ago.

THE MONTH ABROAD.

The French occupation of Tunis is still the cause of uneasiness in European politics. The Sultan fears that Tripoli may share the fate of Tunis, and is making demonstrations along the Tripolitan border not pleasant to the French occupants.

Then there has been a native revolt in Algeria, the suppression of which has involved France in some unpleasant relations with Spain, which has a special interest in Morocco.

Between all this and the Italian chagrin at not getting Tunis for herself, it is possible that European politics may become African politics for a time.

The Land Bill has finally passed the House of Commons, and is working its way through the House of Lords. The Conservative party, which comprises two thirds of the Lords, does not venture to oppose the bill bodily, but seeks to weaken its force by amendments. It will probably soon go back to the Commons in its amended form.

The Monetary Conference of the United States and European powers held at Paris, and which sought to effect the remonetization of silver in England and Germany, has finally adjourned without any practical result — at least, no such result as the friends of silver money hoped for.

Among notable events abroad is the death of Arthur Penrhyn Stanley, Dean of Westminster, the most liberal and popular among the dignitaries of the Church of England. He is widely known as the biographer of Dr. Arnold whose pupil he was at Rugby, and by his "History of the Jewish Church."

The world has ceased to be surprised at anything that may happen in Turkey, or more interest might be taken in the farcical trial of Midhat Pasha, an ex-Grand Vizier, charged with complicity in the alleged murder of the late Sultan Abdul Aziz. The court was evidently "formed to convict," and the distinguished accused is banished to Arabia for life. But why the present Sultan should be so interested in punishing a conspiracy, if it was one, which placed himself on the throne, is not easy to see.

The condition of Peru since the Chilian conquest and occcupation is reported to be most deplorable, with no prospect of improvement. Bolivia fares better.

EDITORIAL.

The semi-annual meeting of the county and city superintendents, July 7th, at Appleton, was the most enjoyable of any held by these officers, that we have ever attended. The exercises did not attract a large audience, but they excited a most lively interest throughout the protracted session. There was not a real failure in the whole programme, though one article was not presented as the superintendent who was invited to prepare it was excused before the meeting was held. The subjects discussed in the five papers read, were exceedingly practical in their nature, and were treated, as a general thing, in a clear and forcible style. We expect to lay before our readers all these papers and let them judge of their merits. One feature of this meeting we commend to similar bodies, which may arrange for holding discussions on the subjects presented in the papers and immediately following the papers as read. The duty was assigned beforehand to some superintendent present to open at once the discussion on some interesting point germane to the subject. This arrangement prevents loss of valuable time, the introduction of matter which

is foreign to the subject, and very often the presentation of ill-considered and feeble remarks. On this occasion, the discussions were pointed, spirited, and instructive.

The State Superintendent announced in a circular, issued February 21st last, that the annual examinations of the applicants for Teachers' State Certificates would be held at Madison, Eau Claire, and Oshkosh, at the same time, beginning August 9th and continuing four days. Superintendent James T. Lunn was appointed to conduct the examination at Madison; Prof. J. B. Thayer, at Eau Claire; and Prof. E. B. Wood, at Oshkosh. These persons, constituting the Board of Examiners for the year, were directed to meet at Madison the week following the examinations, to decide upon the standings of the applicants for State Certificates, and to make their report to the State Superintendent.

The duties assigned to the members of the board have been faithfully performed. At the time specified, seven applicants were examined at Madison, one at Eau Claire, and nine at Oshkosh — seventeen in all. The same set of printed questions was used in the three places. Each examiner used his own discretion in conducting the oral examinations under each subject. This board, at their meeting at Madison, submitted the following items in their report to the State Superintendent:

"1. Preliminary synchronous examinations were held in accordance with your instructions at Madison, Eau Claire, and Oshkosh, at which applicants wrote upon the various branches.

"2. The examination by the committee was held at Madison, August 16th, at which the work of the applicants was examined and their standing in the various branches determined, and marked.

"3. The rules of the preceding examination were adopted for conducting this examination.

"4. On the basis thus fixed, we have the pleasure to recommend that an unlimited certificate be issued to Thomas J. Walsh, of Two Rivers, Wis.; and also that limited certificates be issued, in accordance with the exhibit of standings hereto annexed, to the following: Thomas Voegele, Fountain City; Jas. S. Thomas, Reedsburg; Joseph H. Gould, Oconto; Winsor W. Calkins, Randolph; Adolph R. Wittman, Manitowoc; H. L. Terry, Lowell; Henry C. Walsh, Two Rivers, and Patrick H. Hewitt, Manitowoc.

"5. As the result of this year's experience, we heartily approve the plan inaugurated this year, and recommend that the distribution be similarly made with reference to the convenience of the applicants."

Manitowoc county takes the lead, this year, in furnishing applicants for Teachers' State Certificates. Four of the seventeen report from that county, and all were successful in securing the certificates, unlimited and limited, for which they applied at the State examinations recently held. We learn that

the three who received the latter grade of certificates will be examined in due time for the former grade. If we mistake not, all three applicants were prepared for this examination in the schools of their own county. This fact exhibits not only the superior training of the high schools which they have attended, but the high estimation in which a State Certificate is held in that county. To this result several prominent educators have contributed their best efforts, such as Michael Kirwan, for several terms the county superintendent of Manitowoc, and now the county judge, who himself received a State Certificate in 1873; and John Nagle, the present able county superintendent, and formerly a teacher, who likewise was honored with a life certificate in 1873; and Prof. Charles F. Viebahn, for many years the principal of a public school in the city of Manitowoc, and recently the county superintendent, who was granted a life certificate in 1868, the first ever issued by the State; and Miss Mary Lantry, a successful teacher in the high school at Manitowoc, who received in 1878, a five years' certificate, and in 1880, the life certificate.

NOTES.

PROF. T. C. MORROW will have charge of the Black Earth school next year. He goes into the school with the best of good wishes and the confidence of all.

PROF. D. KINNEY has been re-engaged as principal of the Darlington High School. He has held the place so long that he begins to look like a fixture. This is as it should be.

THE Berlin *Journal* says: "The Omro high school graduated two classes who were proficient in the German language. We trust the Berlin high school will soon be able to say as much."

THE *North Wisconsin News* has the following concerning New Richmond: A special school meeting is called for July 23, to vote upon a resolution to establish and maintain a high school.

THE following are the names of the five persons who made the fewest mistakes in the spelling exercises in the Burlington Institute: Thos. W. Kearney, Dema Rooker, Hattie Cooper, Emma Jacobson, and Mate E. Stetson.

SUPT. JAS. T. MCCLEARY, of Pierce county, has resigned his office, to take effect the first of next month. He has already entered upon his duties as a conductor of institutes in connection with the Mankato Normal School, in Minnesota.

THE city of Ripon has voted to do away with the 5th Ward High School and to retain the 2d Ward High School. This means that hereafter there will be only one High School in the city and that one of a much improved sort compared with the old schools.

PROF. J. H. GOULD, who was at Lake Mills for some years, goes next year to Oconto, at a salary of one thousand dollars. Apropos of this, we may remark that the County Superintendent of Pepin Co. writes us to express great satisfaction at Prof Gould's assignment to the conductorship of his Institute.

SUPT. A. C. WALLIN, of Prairie du Chien, writes as follows:

DEAR SIR: The Board of Education of this city re-elects all its teachers for 1881-2. This is good policy, and may it obtain in all schools where fair satisfaction is given, unless the teacher have, what Burton terms, a special engagement, then by all means fill the special.

SUPT. JAMES FINNIGAN, of Washington County, in advertising his fall examinations, makes the following suggestion:

We would suggest to School Boards that they make no promises to teachers until after the examinations, and *then* give the preference to those who hold good certificates and have had experience in the school room.

PROF. G. E. CULVER, who very acceptably performed the duties of Professor of Mathematics at the Whitewater Normal School the last half of the year just past, has been elected to the Principalship of the Columbus High School. Having known Prof. C. for a great many years, we can assure the Columbus people that he will not in any way neglect or betray any interests they may entrust to his care.

THE Ripon *Commonwealth* says the chair of Chemistry and Natural Science in the college has been filled by the appointment of Prof. C. H. Chandler, of Antioch College, Ohio. Prof. C. accepts the place. He is a graduate of Dartmouth, and has had long experiance as a teacher, having been for nine years a professor at Antioch. The college is fortunate in having secured a man of maturity, experience, and proved qualifications.

EX-GOVERNOR C. C. WASHBURN, who is now in Europe, has ordered a meridian circle from Repsold & Sons, of Hamburg, for the Washburn Observatory, at Madison, Wis. It will take them about a year to complete it, and when it is done and mounted, Mr. Washburn's work, as far as the observatory is concerned, will be done. Mr. Washburn intends to return home early in the fall. His health he reports much improved.—*Ex.*

THE Lake Geneva *News* has the following:

The corps of teachers for the coming year of the public schools of this place is as follows: Principal, E. O. Fisk, of Beloit; assistant, Miss McCotter, of Michigan; grammar department, Miss Lenora Baggs, of Elkhorn; intermediate, Miss Mary Wheeler; second primary, Miss Groesbeck, of Harvard; first primary, Miss Frankie Williams. It will be seen that only two of the old teachers are retained.

R. B. DUDGEON, principal of public schools, of Hudson, writes: "Our schools begin to look more hopeful. Last week one hundred and twenty-five new single desks were ordered from Andrews & Co. High school room is to

be reseated with single desks. Where the money is, there will be the hearts of the people also.' In a previous note he says: "At a meeting of the Board of Education, the female teachers were all retained for another year. The committee on teachers were instructed by a unanimons vote to make an advance of one hundred dollars on my salary for the year, and make a contract with me for the coming year."

THE NORMAL INSTITUTE.—There was a good attendance at Normal Hall on Friday evening to hear the lecture of Prof. Parker, President of the River Falls Normal School. He took for his subject, the "Qualifications of Teachers," discussing it from the standpoint of an experienced educator. The address was very plain an practical in its treatment, carefully prepared, and well delivered. Mr. Parker is a thinker of marked originality, and his discourse contained many things out of the beaten path of what may be deemed the requisites for a teacher. He was very attentively listened to throughout.—*Winona Republican.*

MR. HOWARD L. SMITH, the foremost graduate of the University this year, has been chosen Principal of the Elkhorn High School. This is a great compliment to Mr. Smith, who merits any favors that may be shown him anywhere; but we doubt the wisdom of the action on the part of the Board. Mr. Smith, as we are informed, only expects to teach temporarily. He is destined to study law and not pedagogics, and why he should be preferred before an accomplished teacher of experience and tried powers who proposes to follow teaching as a profession, is more than we can understand. Such cases as this undermine all that leaders can do to induce able young men to enter the profession and continue in it.

PROF. W. S. JOHNSON writes as follows concerning his Institute, which opened August 1st and continued two weeks:

EDS. JOURNAL: "In the following respects, the Institute just closed at Burlington was remarkable:

Of the entire enrollment (163) all but eleven (11) were present the first day; but seven (7) teachers withdrew before the close; there was only one case of tardiness, and the per centage of attendance was ninety-six (96). Can any county make a better showing? These results are probably due to the previous training of the teachers, the most of whom are graduates of the schools of the county, among which the High School at Burlington, with Prin. E. R. Smith at its head, stands second to none."

THE attendance of pupils upon the State Normal schools for the past year, was as follows:

Name.	*Training Dept.*	*Normal Dept.*	*Total.*
Platteville	233	215	448
Whitewater	174	303	477
Oshkosh	230	383	613
River Falls	194	166	360
Total	831	1,067	1,898

There was, over last year, a gain of 36 in the training department, and a loss of 18 in the Normal department — a net gain of 18 pupils.

OUR READERS will remember that Dr. J. B. Whiting, of Janesville, was advertised to deliver an address before the State Teachers' Association last winter at the Holiday session and that being unable to fill the engagement at that time on account of urgent professional duties, the appointment was carried over to the Summer meeting at Appleton, at which time and place he again disappointed that body. In a recent conversation with the Doctor the writer hereof received from him a most complete and satisfactory explanation of the matter, which shows that not only professional obligation but considerations of the most humane and sympathetic character influenced him. No one regrets this double disappointment more than himself, for he was greatly desirous of presenting to the teachers of the State some of the severe and (as he believes) just crticisms of the great body of intelligent patrons of the schools, who observe and weigh and adjudge the value of results more than means and methods. We are sure that all who may know the truth about the matter will freely and fully exonerate the Doctor and the officers of the association.

MILTON COLLEGE has experienced a decided boom. At its last Commencement, George H. Babcock, of New York, a gentleman of wealth and great liberality, informed the friends of the institution that he would donate to it $10,000, as soon as its debts were cancelled; and another $10,000 as soon as its alumni and other friends would raise the same amount for the endowment fund. The proposition worked like magic. In a very short time enough subscriptions were secured to liquidate the indebtedness. A fair start has been made by the Alumni and friends to obtain pledges for the $20,000, which will be raised in due time. Mr. Babcock was a fellow student with one of the editors of the *Educational Journal* in his boyhood, who has been connected the past twenty-three years with this college. The latter is thoroughly familiar with its many struggles in providing a thorough and well-balanced education for its students; and he sincerely believes that the tender of the first $10,000, by Mr. Babcock could, under no other known circumstances, have effected more good. It helps to lift the college out of serious embarrassments, gives fresh courage to its supporters and teachers, and places it on a permanent financial basis. All honor to its generous giver.

THE Wapaca *Republican* has the following:

The annual meeting of Waupaca Union School District was held at the school building last Monday evening, with a very slim attendance. It is to be regretted that less than twenty take interest enough to attend the annual meeting. The report of the clerk showed the total receipts for the year to be $4,479.27. Total expenditures, $3,165.82, leaving a balance on hand of $1,313.45. The amount voted for the ensuing year for general purposes was $1,600, and for repairs of school houses $200. The board recommended an appropriation of $400 for new seats in the high school room, but this was refused. Dr. D. L. Manchester and Chas. Churchill were re-elected commissioners for three years. There are in the district 469 scholars drawing public money. Of these there were in attendance at the fall term 312, at the winter term 285, at the spring term 315. The amount voted last year for all purposes was $2,000 — this year it was $1,800. It is estimated that the income for tuition and from State and county school fund will be about the same.

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TOWNSHIP SYSTEM OF SCHOOL GOVERNMENT.

(Read at the Superintendent's Semi-annual Convention at Appleton, July 7, 1881, by SUPT. ED. MCLOUGHLIN.)

Although the township system was the original design and the town the unite. there was thought to be room for intelligent improvement. Though Massachusetts cradled the plan and Connecticut lent it support, yet we are not bound

> "To the crowded East,
> Where in a well-worn groove,
> Like the harnessed wheel of a great machine,
> The trammeled mind must move,"

nor must western thought be necessarily fashioned after eastern. After fair opportunities to test its value, Massachusetts substituted the district system. This too, was well tested and resulted in a return to the town system. The two systems have been well and thoroughly tested in several States and always with the same result. The proof of the pre-eminent value of the town system is its final acceptance. Now our opinions are based on experience, east and west, and our conclusions are supported by the best authority.

The town is to be the unit, the district, which may be divided into separate though not independent sub-districts. In each sub-district, a clerk is to be chosen, and the clerks of these sub-divisions in any town shall constitute a town board of school directors for that town. This board shall choose from its number a president and vice-president, and a secretary who may not be of their number, but shall be a resident of the town to which the board belongs.

These officers shall constitute an executive committee, who, for the purpose of enforcing and executing the orders of the board, shall be vested with all its powers and authority. The general supervision and control of the schools and school interests are vested in the board of directors, and special interests confided in the executive committee. The board shall have power to organize and grade the schools, the executive committee to employ teachers, and the secretary to have immediate charge and supervision of all the schools in the town. He shall visit each school in his town at least twice a term, examine into its condition and progress, consult and advise teachers in the methods of instruction and government, and report to the board, from time to time, such improvements as his experience shall dictate are calculated to benefit the schools. A step further would be a county board of education, consisting of the several secretaries and the county superintendent, the latter to be chairman, possessing necessary advisory and supervisory powers and to meet at least once a year for consultation on all school questions.

Although the present so called system presents many defects and demands serious consideration, yet innovations are looked upon with distrust and people are rightfully considerate in making or favoring radical changes. 'Tis not enough to know that others have accepted the new faith, and have been benefited thereby, we must see the light ourselves to know that it is inspiring. The tendency of the township system is centralizing and, for its best results, consolidating. The people are not only reluctant but obstinate in yielding existing rights to be delegated to others, but the interests of education are common interests and may be safely entrusted to a central board of authority.

The township system, by reducing the number of school officers two thirds, promotes economy and simplicity. Nor is this the only sense in which it is more economical than the present system. Hon. E. A. Apgar, State Superintendent of New Jersey, in his report for 1873, says: "There are certain times of the year in every district, during which the attendance upon the school is small, yet the school must be continued for the accommodation of those who wish to attend. If the school is closed, those who can attend must remain at home or pay full tuition fees for admittance in a neigh-

boring school. Thus for the benefit of a few children the expense of maintaining a full school is incurred. So, if the school is continued, a seeming needless expense is involved, and if it is closed, those who desire to attend are deprived of school privileges; either way it works evil." When in 1862, the county superintendency went into operation in this State, the number of school officers was materially lessened and the school machinery simplified by the substitution of the township system. Complicated machinery is always cumbersome and likely to be inefficient. There are too many officers through whom the county superintendent must act, and rely upon for accurate information. In the contemplated change, two thirds of these will be needless, the remaining one third making the machinery more vigorous and more efficient. Conferences with school boards could be more readily held and greater harmony of action secured. A class of men could be induced to manage the affairs of a township that could not be induced to interest themselves with the affairs of a district. Better and more competent men would be choosen to fill these positions of dignity and responsibility. Supt. Apgar, again says: "It frequently happens that our district meetings are attended by not more than half a dozen persons, and the action taken in the election of trustees, therefore, not always a fair expression of the sentiment or choice of the people. In consequence of this small number accustomed to attend these meetings almost any person, however unfit he may be for the position, may secure his own election by the assistance of a few of his comrades. The election of certain persons is frequently secured for the express purpose of defeating the objects of public school education." Under the township system, such reckless behavior and gross injustice would be defeated.

Taxes would be more uniform and equitable under the new arrangement. It is a fact that of two tax-payers, owning equally valuable property and residing in adjoining districts, that one pays a much greater tax than the other. This is mainly due to the excessive school tax in one district over the other. While all the inequalities might not disappear, the taxation would be more uniform, the support of the schools more uniform, and, if properly adjusted, the burdens of taxation would be considerably lighter under the township plan. This latter might be effected by a

higher State tax, thus lowering the local tax; but such a step might interfere with the highest good of the schools. It would, however, give to the poorer districts advantages more nearly equal to the richer and more favored districts. The township system seems the best way to govern school taxes. They should be levied and apportioned for school purposes as for any other purpose. They must be levied upon property, but should be apportioned according to the number of children. If this principle be true, its application might extend to the town. The cost of education, per capita, would then be equal. Taxes would then be regulated and paid in a manner calculated to produce the most salutary results. A few wealthy persons could not set up a little school autocracy within whose limits a half dozen children would be striving to catch the scraps of knowledge from some non-qualified boy or girl engaged to teach for five months in the year, but such persons' tax would go toward the better support of neighboring schools. Such consolidation and regulation could not but add to the efficacy of the system. Larger districts, school-houses more centrally located, and schools better maintained, would be the most obvious results. According to the present system, people do not pay equal taxes on a dollar of valuation, nor per capita. The town of Metomen, which is a good type of the condition of things in Fond du Lac county, furnishes the following results as the cost per capita of education:

District No. 1	$4.06
District No. 6	9.18
District No. 9	7.06
District No. 13	8.00

The town of Ripon gives the following:

District No. 4	$3.12
District No. 9	4.37
District No. 12	2.60

These are adjoining towns and some adjoining districts whose property valuation and land valuation, per acre, is nearly the same. If there is a difference, it seems to be in favor of the wealthier district, whose per capita tax is less than in a poorer district. Patrons and tax-payers cannot long be blind to such injustice. When seen and realized, they will favor a town tax for schools as well as for roads and bridges.

Again, text-books would be more uniform, and the disturbing influence incident upon pupils' changing from one district to another counteracted. The number of months taught in the several districts in the year would be the same, or nearly so, and more advantageously divided into terms. Teachers would more likely be employed for their fitness and retained until some good reason could be assigned for their dismissal. With competent teachers, whose retention or dismissal does not depend on the caprice or fancy of some crotchety school officer, rests the true progress of the public schools. With town boards of authority, more liberal in view and spirited in policy, teachers' associations and institutes would be doubly profitable and their instruction be received by that class of teachers now so indifferent or obstinately blind to every thing progressive. It might be that that class of teachers would, by that algebraic process called elimination by substitution, find more favor in other pursuits under the township system, when these associations and institutes would be more truly professional. Moreover, supervision, so fraught with importance and now so inefficient, would be exercised with greater care and attention. It is impossible for superintendents to satisfactorily supervise the many schools in their respective districts or counties. The best they can do is to certificate fit persons as teachers. Supervision is limited and entirely inadequate to the needs of the schools. A town board, selected for their ability and suitableness, with proper supervisory powers, in coöperation with county and State superintendents, would put new life into the schools and cause the blood to course their channels freighted with the activities and energies of perfect health. All the advantages claimed for the gradation of country schools would be secured by the introduction and effective management of the township system, and we believe these schools can never be satisfactorily graded until the township system has been adopted. It might be a long and certain step toward the establishment of town high schools, ending in the better preparation of candidates for higher and wider courses of study. The advantages of the township system are thus summarized by ex-State Superintendent Briggs, of Michigan:

1st. It would secure equality of school privileges to all the children in the township.

2d. No more school-houses would be built and schools supported than needed.

3d. Better buildings would be provided.

4th. A happier selection of teachers for particular schools could be had.

5th. Individual favoritism or *nepotism* would not be as likely to have control in the selection of teachers.

6th. It would necessarily lead to a uniformity of text-books, to a gradation of the schools, and consequently to a better classification.

7th. It would furnish a more effective supervision of the schools.

8th. A more steady management and stable support of the schools would be had by a board so much weightier by influence and so remote from petty neighborhood quarrels.

9th. The equitable apportionment of school funds, almost impossible under our present system, would be comparatively easy, as the whole amount would come into the hands of a township board, and be expended by them directly, justly, and for the general good.

SELECTED.

EDUCATION AND CRIME.

(From a paper prepared for the National Educational Association, Atlanta, Georgia, by J. P. WICKERSHAM, chairman of committee.)

The committee which I have the honor to represent was raised at the Philadelphia meeting of the association in 1879. It grew out of a discussion on a paper by Hon. J. W. Dickinson, of Massachusetts, on the "High School Question." As against high schools, the assertion was boldly made that a very large proportion — sixty per cent., I think — of the convicts then confined in the prisons of Philadelphia, were high school graduates. This assertion was as boldly denied, and a committee was at once appointed to ascertain its truth by an immediate inspection of the institutions indicated,

and report before the association adjourned. To perform the allotted task in the appointed time was found to be impracticable; and under a more formal resolution of wider range, the committee was authorized to inquire not only into the special question then mooted, but to collect general statistics, showing the relations of education and crime, and report at the next meeting. The chairman of the committee was Dr. J. A. Paxon, of Philadelphia, the gentleman who had made the statement that brought about the issue; but, for some unexplained reason, he neglected to call the committee together or to make a report on his own responsibility. The association was therefore disappointed at Chautauqua in not receiving the expected report; and, in the hope of securing an investigation of the question, changed the order of the names on the committee, and, against his protest, placed the writer at the head of the list. These words are sufficient to explain how the matter first came before the association, and at the same time define the line of investigation which it was intended the committee should follow.

First, then, we must report specially the facts as regards the number of high school graduates in the Philadelphia prisons; and, second, discover if we can, in a general way, how education affects crime.

The statistics of the Eastern Penitentiary of Philadelphia are probably compiled with more care and presented in more detail than those of any other similar institution in the country. During the year the association met in Philadelphia, 1879, there were received at this penitentiary four hundred and eighty-seven convicts. Of these, eighty-two had never attended schools of any kind; five are reported to have attended college for an average length of time of six years, one of them having attended ten and another seven years; seven are said to have attended a public high school for an average length of time a little over two years; twelve had been at private schools who had never attended public schools, the average time spent in school being seven and a quarter years; three hundred and ninety had attended public schools, one hundred and sixty-nine of them advancing to the grammar grade, the average age at leaving school being fourteen; and the average time they remained in school is set down at about five years. These are the exact

official figures; and instead of there being a large percentage of high school graduates in the penitentiary, it appears that there were only seven of all the convicts received in 1879 that had ever attended a high school, and not one of these had attended long enough to graduate. True, five are said to have attended colleges, but they must have been colleges of a peculiar kind to permit attendance for five, seven, or ten years, as stated in these cases.

The statistics of the same penitentiary for 1880, repeat those of 1879. Thirteen convicts out of the four hundred and sixty-three received, are said to have attended American high schools, but of these eight attended only for one year; and but a single one attended as long as three years. There is no reason to think any one of them graduated. Five are said to have attended college; but three of them attended too short a time to graduate, and the other two, who are set down as having attended seven years each, both left school at the age of sixteen.

We have been unable to obtain reliable statistics of the kind wanted from Moyamensing, the Philadelphia city prison; but instead we present from the combined statement of the State Board of Public Charities, showing the educational relations of all the convicts sentenced to the jails and work houses of the state, for the year 1879, including Moyamensing prison, a most important fact bearing on the case. Of the two thousand three hundred and seven persons convicted and sentenced to these institutions during the year, only thirteen are said to have possessed a superior education; and it is not at all likely that there was a graduate of either a high school or college among them.

To add further weight to this evidence, it may be stated that out of five hundred and seventy-one convicts received at the Western Penitentiary of Pennsylvania during the years 1879 and 1880, only three are set down by the prison authorities as possessing what they call a superior education.

These statements dispose of the question in the hands of the committee, so far as it relates to the number of high school graduates in Philadelphia and Pennsylvania prisons. It may be added, however, that the same showing is made by all the prisons in the country. The number of liberally educated, native-born Ameri-

cans, whether graduates of high schools or colleges, found in our jails and penitentiaries, is exceedingly small; not more, we think, than one in five hundred of the whole number. Such a fact must more than satisfy the most ardent friends of higher education.

But the hardest task imposed upon the committee remains to be performed, viz.: to find out, if we can, in a general way, the effect of education upon crime. The question is, taking education as we have it in this country as a whole, higher and elementary, public and private, does it tend to diminish crime, and if so, to what extent?

We are free to acknowledge at the threshold of our inquiry that there are causes of crime other than ignorance; but it is no part of our present purpose to search them out. We will endeavor to confine ourselves strictly to the question submitted to us, in the hope that in this narrower field we may be able to discover the truth, and that the truth when discovered will justify us in claiming that the education our people are receiving, imperfect as it is, does something to prevent crime. We would be rejoiced if, as the result of our inquiries, we could say to the educators of the country: In proportion as you improve your schools and your teaching, crime will decrease.

First, then, let us see what light the statistics of our prisons throw upon the question before us. The population of our States and communities is made up of two classes: those who are wholly illiterate, and those who can read and write, and possess various degrees of knowledge above these acquirements. The census returns draw a sharp line between these two classes, and we may know the number of each in any county, city, or State. The convicts in most of our prisons are classified in a similar way, into illiterates and those who possess more or less education. Now, if among the convicts in our prisons there is a larger proportion of illiterates than there is in the States or communities from which they come, the conclusion would seem to be inevitable that education has an influence in preventing crime. In applying such a test, we are well aware that education is at a disadvantage, because large numbers of the convicts in our prisons who are set down in the reports as being able to read and write can do so very imperfectly, and in reality are about as ignorant as those classed as

wholly illiterate. Still, the statistics shall be presented as we have them.

The two Pennsylvania penitentiaries received in 1879 seven hundred and ninety-nine convicts, and of these one hundred and fourteen were wholly illiterate. In 1880 they received seven hundred and twenty-two convicts, of whom one hundred and fifty-one were wholly illiterate. In two years one thousand five hundred and twenty-one convicts, with two hundred and sixty-five illiterates. Thus there is committed by illiterates more than one sixth of all the crime in Pennsylvania for which punishment is inflicted by incarceration in penitentiaries; while persons of this class of an age to be sent to the penitentiary for crime do not constitute one thirtieth of the population. It appears, therefore, that one sixth of the crime in the State is committed by the illiterate one thirtieth part of the population. But this is not all. In addition to the illiterates, there were received at the two penitentiaries, in 1879 and 1880, two hundred and seventy-two convicts who could barely read and write, and had no education beyond that point. If we class these among the uneducated, as we clearly have a right to do, the number of illiterates in the penitentiaries would be swelled to five hundred and thirty-seven, and the astounding fact would appear that more than one third of all the penitentiary offenses in the State are committed by this small but unfortunate class of our people.

Such is the story told by the penitentiaries of Pennsylvania; its purport is scarcely modified in any degree if we combine with the statistics of the penitentiaries those of the county jails, workhouses, and houses of correction. In 1878, of four thousand and twenty-three admissions into these institutions, one thousand two hundred and nine could not write; and in 1879, six hundred and twelve could not write out of two thousand three hundred and seven admissions. A majority of those who could read and write with more or less facility were otherwise grossly ignorant.

So far we have taken our statistics from Pennsylvania, because they were more easily obtained. Those of other States and other countries show like results, and lead to like conclusions. We have before us the reports of the penitentiaries and prisons of some twenty States. As a whole, they tell substantially the same story

of the relations of education to crime as the reports of the penitentiaries and prisons of Pennsylvania. With this testimony before us, we reach the following conclusions:

1. That about one sixth of all the crime in the country is committed by persons wholly illiterate

2. That about one third of it is committed by persons practically illiterate.

3. That the proportion of criminals among the illiterate is about ten times as great as among those who have been instructed in the elements of a common school education or beyond.

These conclusions correspond in the main with those arrived at by other inquirers. S. H. White, an ex-president of this body, in his valuable essay on "Education and Crime," has the following statements:

Speaking of New York City, he says that "among the illiterate there is one crime to a fraction over three persons, while among those not illiterate there is one crime to about twenty-seven persons; or, the chances for crime among those who cannot read and write are nine times as great as among the rest of the people." Of the State of New York, he says: "Seven per cent. of the people commit thirty-one per cent. of the crimes. A person not able to read and write is six times as apt to commit crime as one who can read and write." In Massachusetts, he states that, in 1871, "among the ignorant population one in twenty committed crime, while among those who had a greater or less degree of education, there was one crime to about one hundred and twenty-six persons." In Illinois, Mr. White found one out of every one hundred and thirty-seven of the illiterates in prison, while of those with more or less education there was only one to five hundred and sixty-six.

Dr. Edward D. Mansfield, in a report to the Bureau of Education, in 1872, on "The Relation between Education and Crime," with the criminal statistics before him from nearly all the States, reaches the following conclusions:

1. That one third of all criminals are totally uneducated, and that four fifths are practically uneducated.

2. That the proportion of criminals from the illiterate classes is at least ten-fold as great as the proportion from those having some education.

Rev. Charles L. Brace, at the head of the Children's Aid Society of New York, states that nearly one third of the crime in New York is committed by the illiterate six-hundredth part of the population. He adds: "Very great criminality is, of course, possible with high education; but in the immense majority of cases, a very small degree ot mental training or intellectual tastes is a preventive of idleness and consequent crime."

Dr. E. C. Wines, one of the highest authorities on the subject under consideration in this or any other country, in his great work on the "State of Prisons," presents his conclusions in the following words: "Taking the entire mass of the inmates of all classes of prisons in the Northern and Western States, the proportion of these wholly illiterate to those that have received a moderate degree of education, often very moderate indeed, may be stated with substantial correctness at about one third. In the Southern States the proportions are just about reversed, being two thirds illiterate to one third partially uneducated. The number of prisoners who have received a superior education in either section is small indeed."

THE KING'S ENGLISH.

(The following letter to the *Chicago Inter Ocean* is republished here as a very valuable contribution to one of the most important educational discussions now absorbing the attention of scholars. Professor J. Russell Webb is the man of whom President Wayland wrote many years ago:—"To be the author of the word method is glory enough for one man," but it seems the Professor is not satisfied.—EDS.)

ST. JOSEPH, MICH., July 20.— Reform means to form over, or to change from bad to better, or good. That English spelling is bad, and must be formed over before it becomes good, is well known. The simple object of spelling is to give to words form of which the eye can take cognizance.

Words are vocal sounds used to convey ideas from one mind to another. Written words are simply machines which Mother Necessity invented for our convenience. With equal durability and effectiveness the machine that is simplest in construction and most easily worked is the practical man's choice.

The alfabet was not devised till it was discovered that a single word, as *me,* was not a single sound, till it was discovered that many words, as *me, see, be, we,* had a sound in common; and it wa

devised to take advantage of that newly-discovered peculiarity to simplify word-making; for, until that time each *word*, not each *sound*, had a sign of its own.

No rational man will doubt that originally only one character was devised to represent the *e* sound heard in the above words, nor that the same remark applies to the signs for the other elementary sounds. As a matter of course, then, it follows that it was intended to use these characters as sound representatives in making words: that is to say, that written words, like spoken words, were originally fonetic; or, at least, were so inteded to be. But practically, it matters little whether they were or not. That this is not the case now, the following words, which are fair representatives, will clearly show: No, not, done, sew, beau, hoe, though, all, law, fraught, ought, use, us, put, rule, enough, may, prey, vein, eight, at, art, any, what, love, word, her, myrrh, sir, bur, earth, high, my, height, lie, note, goat, soul, bowl. And these words hardly begin to show the different sounds given to the vowels, or the different combinations representing them; indeed these sounds and combinations are numbered by the hundreds. The letter *a* has eight of these sounds, and long-a thirty-four of these representatives; the letter *e* has eight of these sounds, and long-e forty of the combinations to represent it; the letter *i* has six of these sounds, and thirty-four combinations represent long-i; and similar diversity exists in the other vowels. It is fortunate that the human mind is hopeful, trusting, and elastic; that in the matter of learning to read and spell, we "walk by faith and not by sight," else the difficulties in the way would be insurmountable — to sane adults, too appalling even to attempt to master.

The following illustrations will show that great advantage would accrue from spelling words with more uniformity, and more nearly as pronounced. We now spel be, he, we, go, no, so; why not spel ba, ha, wa, bo, si, hi? We spel red, bed, led, sin; why not spel hed, bred, sed, siv, liv, hav? We spel mate, hate, lake, like, bone, zone, vote, lute, mere; why not spel gate, grate, frate, strate, lite, fite, bote, gote? In these words the silent letters are omitted, excepting the final-e, which is retained to denote that the preceding vowel is long. Words of two or more syllables can *folo* the same rule; as awa, beleve, forgiv, boka, delite, observing to retain the

spelling of the primitiv words in dirivativ and compound words (unless the pronunciation requires a change, as derive, derivativ), as, hi-est, hed-less, spel-ing, make-ing.

It is objected that these spellings make too great changes in the looks of words. Does any one object to a new machine that will do as much again labor as his old machine, and at one half the expense, simply because it does not look like his old one? Improvement means change. The very word reform, as I have before said, means to form again, to change form. Such objections are trivial.

The question of just how to reform our spelling is at once simple and difficult. It is simple so far as to a knowledge of how it should be done. Without doubt, the fonetic idea is filosofically the correct one on which to make it. But the experience of the last forty years proves that *Filosofy* is not *King*. There are other elements that must not be ignored if we would hav success. To me it seems quite clear that a compromise between what *ought to be* and what *is* must be made; and after a great deal of thought on the subject for more than thirty years, I hav concluded that the scheme which I here present has in it more elements of success than any other. It adds but four new letters (to represent the vowel sounds heard in *far*, *for*, *do*, and *full*), and omits one (q), making twenty-nine letters in the alfabet. C and x are retained; so also are the difthongs and digrafs, as concessions to the eye.

With the changes which I propose, our written language, while retaining sufficient of its present characteristics to be easily read by any ordinary reader of the present spelling, would approach so nearly the fonetic standard as to save at lease nine tenths of the time and labor now required to learn to read and spel it, while it would not, unnecessarily, antagonize the prejudices of the people, a most important factor for winning success. At the same time it is comprehensiv as well as simple and practical, and requires no changes for which we hav not good authority in our present spelling.

That the English spoken language is one of great power, that it has sufficient vigor and force to make its presence and use universal, that it has in itself enough innate beauty and goodness to mark its progres with blessings, and to make its victories triumfs for human progres, other nations concede. That its *written* lan-

guage would posses all these qualities if it truly represented the spoken, no one denies.

Are not the blessings that would come to our children, to ourselves through them, to the universal family of man, sufficient inducement to overcome any dislike to change of word forms? If not, will not our "pride of language," our ambition that the English tung may become universal, ad these inducements enough weight to overcome our apathy, our prejudices, and cause us to throw our influence in favor of reforming our spelling — a reform with which no other compares in present and future benefits?

Remember, "time is money." It is more; it is life, and life is the gift of God — His first best gift to man. To waste it, is to sin. Every child wastes, loses outright, years of time, in learning to read and spel "tolerably well," and millions in time and money are lost annually, to the English-speaking race on account of our "standard spelling." And, then, consider the *illiteracy* of the poorer classes. With them time is money, and money means bred. The stomach is an autocrat; its commands must be obeyed; but the mind for whose use the stomach and all its appendages were made, often alas, too often ignors, loses its hungerings, resigns the mastory and stoops to be its servant — and a most abject one, too, it often is. And that it lives a dwarf, starved and dying, not as one "made a little lower than the angels," but as one only a trifle higher than the brute. Our spelling hides knowledge and discourages efforts to find it; and because of it, Ignorance, the mother of crime, walks, unblushingly, in the sunlight of the nineteenth century! Those who persist in resisting reform are responsible for the lost time, the ignorance and the crime caused by our present unfilosofical and abominable spelling.

The following is the scheme which I propose for reforming English spelling.

RULE I. OMIT SILENT LETTERS.

Examples.— Wil, se, hi, eg, hed, hav, tung, rote.

NOTE.— A final silent *e* is used in words ending in a *single* consonant-sound preceded by a *long* vowel-sound. *Ex.*, *vote*. Such words as *cold*, *mind*, hav no final silent *e*.

RULE II. REPRESENT THE SOUNDS heard in the words, by the letters assigned to them in the following "Alfabet Chart."

THE ALFABET CHART.

a in ate and at.
a in *art*, *far*.
b in by cab.
(*c*(*ke*)=k in can.
d in day, bad.
e in ear and met
f in for, off.
g (*ga*) in go, bag.
h (*he*) in ho.
i in ice and in.
j in jug.
k (c and q) in keg, kat, kwit.
l in lay, tell.
m in me, am.
n in no and ink.
o in own and got.
* in or, all.
† in *ooze*, do.
p in pin, lip.
r in rat and more.
s in so, this.
t in ten, net.
u in use, tube, and tub.
ɯ in f*u*ll, g*oo*d.
v in vat, ov.
w (*we*) in wo.
(x=ks and gz in ox and exist.)
y (*ye*) in you.
z in zone and azure.

DIGRAFS.

ch in chip.
sh in ship.
wh in whip.
th in the and thin.
ng in sing.

DIFTHONGZ.

oy=*i in boy.
oi=*i in oil.
ou—o† in out.
ow=o† in how.

* New letter like an o with a horizontal bar across the middle.

† New letter like an o with a re-entrant angle at the bottom.

Examples.—Mi, iz, eni, sed, wisht, tha.

NOTE.— Where a sound has more than one representativ, the choice should incline toward the fonetic, but either spelling wil be regarded correct. As, *blac*, or *blak*, *ax* or *aks*, *exist* or *egzist*, *boy* or *boi*, *cat* or *kat*.

RULE III. IN DERIVATIV and compound wurdz, retane the speling ov the primitiv wurdz.

Examples.— Sin, sining, sinur, sind. Sine, sineing, sineur, sined. Make, makes. Go, goze.

NOTE.— The singular ov nouns and the plural ov verbz wil be regarden az primitiv wurdz. The final silent-e *ma* be dropt when the aded silabl beginz with an *e*. *Ex.*, Shade, shaded.

The formula — *No*, *Not*, *Note*,— givn belo, wil ade in apliing the Rulez. It reprezents thre clasez ov wurdz, and embrasez nereli al the monosilablz (and silablz ov uthur wurdz) having long and short vowelz:—

1. *No* reprezents wurdz ending in a vowel-sound. In this clas the vowel iz alwaze *long*. *Ex.*, may, see, high, dough, new.

2. *Not* reprezents wurdz ending in a singl consonant (or digraf) preseded bi a singl vowel. In this clas the vowel iz alwaze *short*. *Ex.*, mat, set, hit, dot, nut.

3. *Note* reprezents wurdz ending in a silent-e preseded bi a singl consonant. [The silent-e iz used simpli to indicate that the presedeing vowel iz *long*. Such wurdz az have, give, native, infinite, belong to 2d clas and drop the e.] In this clas (3) the vowel iz *long*. *Ex.*, mate, ride, bone, mule, use, polite.

Wind ma reprezent wurdz ending in more than wun consonant.

In this clas the vowel iz *long* or *short*,— the wurdz and context wil alwaze tel which. But the silent-e (3) *ma* be used if thar iz a similar wurd with a *short* vowel, as lest, leste, wind, winde.

FORMULA.

1.	2.	3.	1.	2.	3.	1.	2.	3.
Long vowel.	Short vowel.	Long vowel.	Long vowel.	Short vowel.	Long vowel.	Long vowel.	Short vowel.	Long vowel.
No	*Not*	*Note*	*No*	*Not*	*Note*	*No*	*Not*	*Note*
ma	mat	mate	hi	hit	hite	ro	rot	rote
ra	rak	rake	ri	rit	rite	go	got	gote
be	bet	bete	mi	mil	mile	nu	nut	nute
se	set	sete	bo	bot	bote			

In our Alfabet Chart the vowelz *a*, *e*, *i*, *o*, and *u* hav eche a "long" and "short" sound az distingwisht by Webster. The *u* in *use* iz the *y* sound prefixt to long *u* in *mule*. The vowel soundz in *far*, *or*, *do*, and *full* ar reprezented bi nu karacturz. The sound ov *a* in *care* is reprezented bi *a*, that ov *a* in *fast* bi *a* or a in *far;* that ov *e* in *her* bi *u*. Al the vowels (9) ar uzed az wurdz. E when so uzed, iz short. Ov the consonantz, *n*, *z* and *th* reprezent two soundz. R, in *more*, iz almost a vowel-consonant, and *ma* reprezent the *ur* sound heard in h*er*, s*ir*, etc. When so uzed, plase a dot ovur it; and in oral speling cal it ur. Spel hur or hr, wur, or wr, etc. *Q* is omited; *c* and *x* ma be, if dezired. In time, singl leturz for the digrafs and difthongz wil be dezirabl.

Our alfabet marks onli the soundz that ar clereli distinct to the "comun pepl." Nise shadez ov pronunshiashun must be taught orali. An alfabet to sucsede must be adapted to the mas rathr than to the fu.

J. RUSSELL WEBB.

CRAMMING.

Cramming, as an educational term, may be defined, first, as the memorizing of signs or ideas without any, or at least with a very slight, comprehension of the thing signified; second, as the attempting to acquire and to retain in the memory all the array of facts and details pertaining to the various subjects taught in our schools. The first species of cramming is found more especially among the pupils of our schools; the latter, among school teach-

ers. College professors have their specialties; school teachers are required to be *special* in *everything.*

The object of this paper is briefly to call attention toward cramming, and to the methods which foster it.

The disposition of pupils to seize upon the sign and neglect the thing signified is usually attributed to wrong methods of training in the schools; while in fact it only indicates that as yet our methods have not succeeded in eradicating a natural tendency of the uneducated mind. There is a strong resemblance between the development of the individual mind and the race. Go back to the childhood of civilization, and we find idolatry prevails. God is lost sight of, and the symbols of divinity are worshipped. The history of Christianity is the history of our long struggle between the letter that kills and the spirit that makes alive; and to-day the bane of our churches is their devotion to the dead shell of Christianity, while they fail to comprehend the soul of it. The Scribes and the Pharisees clung to their washing of hands, of cups, and of platters, as tenaciously as do our pupils to their rules and formulas. The fact seems to be that, in spite of our boasted intellectual advancement, the majority of our race are yet in the perceptive stage of mental development. There are those who firmly believe that at some time in the dim future the human race will arrive at the reflective stage of development. *Then*, fellow teachers, the tendency in pupils to cram will be unknown; until then, gird on your armor against this hydra-headed monster.

But, while we deny that the tendency toward cramming is the fruit of our school system, we must admit that some of our methods foster this natural tendency, when the whole power of our educational system *should* be devoted to its extirpation. Here it is that the public school must fight its battle. When the pupil has learned to recognize living truths in the dead symbols in which all transmitted knowledge must be clothed, the *battle is won.*

A little child is naturally, and therefore properly, in the perceptive stage of development, but the great law of progress demands that he shall gradually advance to the reflective stage. If you attempt to make this change abruptly, you will fail. Hitherto the child's only guide to knowledge has been his senses and his memory. He sees and hears certain things and remembers them. He sees certain processes lead to certain results, and he re-

members them, but he does not generalize. He links result to cause, by means of memory alone. Teach that two times two spools are four spools, and he will not from this conclude that universally two times two are four. He will simply remember that two times two spools are four spools. He observes and remembers; *now* you must use observation and memory to excite reflection; they must be, as it were the gates by which he shall enter the path of reflection.

And right here the utility of object teaching *rightly conducted* appears; I say *rightly* conducted because I think there is danger of mistake here. If to-day you exhibit a piece of steel, and teach the pupil that it is steel, that it is hard, elastic, tenacious, etc., and to-morrow exhibit a wooden ball and teach that it is hard, round, smooth, and red, I insist that you have worked without aim. You have imparted a little verbal *knowledge*, but you have not excited reflection. If you select your objects in such a way as to cultivate the perception of likeness and difference, and thus lay the foundation for future exercises in classification, you have gained something of value, but the mere presentation of a number of miscellaneous objects, and teaching their names and properties, is injurious rather than beneficial; it *increases the ability to cram.*

The child reaches the abstract through the concrete. Here again there is danger of mistake, unless the experience of all others differs from my own. We ask our pupils such questions as these: How many are two times four apples; how many are four birds and five birds? We fondly imagine that these are some way more intelligible to the pupil than if we should say, 2 times 4 are how many? or, how many are 4 and 5? Why are they more intelligible? If you allow the pupil to actually arrange and count the apples and birds, then I admit that they are, otherwise they are not.

There is another mistake, which has been made by at least *one* teacher. A teacher places upon the board this lesson —

$$2+2=4,$$
$$4+2=6,$$
$$7+2=9, \text{ etc.},$$

and it is surprising how soon the little fellows will, by the aid of form, locality, and memory, learn to recite this lesson with parrot-like precision, and that without an idea of anything beyond a combination of arbitrary symbols.

But says the teacher, "Willie has learned his table, and, so he learns it easily and quickly, what difference is it *how* he learns?" And says the admiring mamma, "Willie is learning *so* fast. Miss B—— gets him along *so rapidly* in his studies."

I would answer that his future progress will show what difference it makes *how* he learns it. Doubtless Willie knows his table. "Well," says the teacher, "am I not here to impart knowledge?" You are there to impart knowledge in such a way as to develop the reflective powers, *not* to deaden them. You are there to *develop* the mind that it may seek, acquire, and assimilate the truth, not to *cram* it with facts or arbitrary symbols. "But," says the teacher, "I thought to instruct him through his eye by means of his perceptions of form and place." Yes, but unless *perception* be the gate which leads to *reflection*, it has no place in educational work. (We may perhaps except perceptions of the beautiful.)

Let me tell you how Johnny, in a neighboring district, learned *his* table:

Johnny had been shown in previous lessons 2, 3, 4, 5, 6, etc., beans, splints, spools, and other objects, and had learned to name these numbers at a glance. He has also been taught that the figure 2 standing alone always represents the *number* two; and so of the other figures and corresponding numbers. He has been shown the meaning of the signs +, =, by frequent exercises with objects. Now the teacher places upon the board this lessson —

$$2+2=?$$
$$4+2=?$$
$$3+2=? \text{ etc.,}$$

and Johnny is given his box of beans or splints, and left to solve his table experimentally.

Now Willie knows *his* table as well as Johnny knows *his*. But while Willie has perceived only arbitrary symbols, and remembered them, Johnny has perceived symbols which signify something to him; has reflected, and remembered. In short, Willie has crammed, Johnny has developed.

The first years of a child's life are little more than a kaleidoscopic view of objects with but little knowledge of their laws and relations. The tendency to carry this method of gaining knowledge into future life must be corrected. Do this by imparting knowledge *through the senses* in such a way as to excite reflection.

Frank B. Gilmer, in N. Y. School Journal.

HOW LONG SHOULD WE SLEEP.—The vital processes of man, like those of all his fellow-creatures, are partly controlled by automatic tendencies. Some functions of our internal economy are too important to be trusted to the caprices of human volition; breathing, eating, drinking, and even love, are only semi-voluntary actions; and during a period varying from one fourth to two fifths of each solar day the conscious activity of the senses undergoes a complete suspense; the cerebral workshop is closed for repairs, and the abused or exhausted body commits its organism into the healing hands of nature. Under favorable conditions eight hours of undisturbed sleep would almost suffice to counteract the physiological mischief of the sixteen waking hours. During sleep the organ of consciousness is at rest, and the energies of the system seem to be concentrated on nutrition and the renewal of the vital energy in general; sleep promotes digestion; repairs the waste of the muscular tissue, favors the process of cutaneous excretion, and renews the vigor of the mental faculties.

The amount of sleep required by man is generally proportionate to the waste of vital strength, whether by muscular exertion, mental activity (or emotion), or by the process of rapid assimilation, as during the first years of growth and during the recovery from an exhausting disease. The weight of a new-born child increases more rapidly than that of a eupeptic adult, enjoying a liberal diet after a period of starvation, and, though an infant is incapable of forming abstract ideas, we need not doubt that the variety of new and bewildering impressions must overtask its little sensorium in a few hours. Nurslings should therefore be permitted to sleep to their full satisfaction; weakly babies, especially, need sleep more than food, and it is the safest plan never to disturb a child's slumber while the regularity of his breathing indicates the healthfulness of his repose; there is little danger of his "oversleeping" himself in a moderately warmed, well-ventilated room. Never mind about meal-times; hunger will awaken him at the right moment, or teach him to make up for lost time. Three or four nursings in the twenty-four hours are enough; Dr. C. E. Page, who has made the problem of infant diet his special study, believes that fifty per cent. of the enormous number of children dying under two years of age are killed by being coaxed to guzzle till they are hopelessly diseased with fatty degeneration.—DR. FELIX L. OSWOLD *Popular Science Monthly for July.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

Q. Before the annual meeting a district board contracted with a female teacher for the ensuing year; and the district at the annual meeting voted to have a male teacher during the winter and a female teacher during the summer. Are the instructions of the district binding upon the board despite the contract previously made with the teacher?

A. Yes. The board exceeded its authority in entering into such a contract. Sec. 430, subdivision 14, R. S., authorizes the board to determine the sex of the teacher only in case such matters shall not be determined at the annual meeting, and the board is entirely unable to forestall the action of the district.

Q. Can the district board allow the school-house to be used for religious meetings when a majority of the voters of the district are opposed to it?

A. Yes. Section 435, R. S., gives the board full control of the school-house, as well as other property of the district, and especially provides that the board may permit such use of the house.

This is the law on the subject; but when it comes to a matter of policy and judgment, it is clear to me that it is bad policy and poor judgment for any board to let the house for any uses whatever while a majority of the voters are known to oppose such a letting. There is always a likelihood of disagreement about such a matter, and the wise plan is to refuse to let the school-house unless a majority of the voters are known to favor it.

Q. Towards the end of the school year a district that had maintained school for five or more months was divided and a new district created, which new district reported on the first of September as other districts are required to by law. In the following June the School Fund Income was apportioned, and the new district, of course, could not participate, although the people of the district had assisted in maintaining school five or more months while in the old district. Is there any remedy?

A. There is none, except by legislative appropriation. It seems to me that the people of the new district threw away their advan-

tage by being set off and erected into a district so near to the time for making the Annual Report. It is quite clear that the old district drew no money on the report of children which were set into the new district, and at the time of reporting the new district had maintained no school at all.

If the Annual Report had been made first and the new district created soon afterwards, and then had maintained school five or more months before the next report, there would have been no loss of share in School Fund Income; as Sec. 558, R. S., provides for a division of the money drawn upon the report made before division.

Q. Can a man hold a district office who cannot read nor write the English language and must do business in a foreign tongue?

A. The law does not provide for the exclusion of any man from office on such grounds. The presumption, however, is that every officer can read and write the English language sufficiently for the purposes of his duties; and if this should prove not to be the case, and he could not, or would not, procure assistance so as to have his duties properly performed, such a state of facts might appear to the county judge as sufficient cause for his removal on the grounds of "willful neglect of duty."

Q. "Last fall (1880) I voted for president in an adjoining State, and have been elected an officer of our school-district this year (1881). Can I hold the office?"

A. The only condition of eligibility to a district office appears to be that of residence, and that not at all limited. Being a resident of the district, you are eligible, and can hold the office.

HISTORICAL DEPARTMENT.

THE MONTH AT HOME.

The condition of the wounded President continues to be a matter of intense solicitude to the whole nation, regardless of all sectional or political lines. Early in August unfavorable symptoms were manifested, and there was a period of great discouragement. Then there was a time of greater hopefulness, followed by another reaction at the beginning of September. On the 6th inst. he was removed from the White House to Long Branch, by rail, the most careful arrangements having been made for the purpose.

An instructive parallel might be drawn between this journey and the recent journey of the Czar to Dantzic — the one carefully guarded by the zealous love of his people, the other as carefully guarded from the hatred of his subjects.

While the recovery of President Garfield, which seemed so nearly assured at our last writing, is now very doubtful, hope is not entirely abandoned. His long continued prostration has given rise to considerable discussion as to what construction must be put upon the constitutional provision that the Vice-President shall assume the presidential office in case of the death or *inability* of the President, some thinking that such a case has now arisen.

The country now seems to have another Indian war upon its hands. The Apaches of New Mexico, or Mescaleros, have for the past 20 years been treated with the utmost cruelty by the frontiersmen and the army. In 1871 occurred a most dastardly massacre of 300 of their number at Fort Grant, Arizona. For some weeks past, troops have been pursuing a small band of them under Chief Nana, hither and thither, without great success. On the 30th of August, Gen. Carr moved out from Ft. Apache and arrested a "medicine man" who was thought to be stirring up trouble. On his return he was attacked by the Indians and suffered a loss of one officer and ten men. The Navajos, a semi-civilized tribe, sympathize with the Apaches, and there is a prospect of serious trouble.

The decrease in the public debt for August was over $14,000,000, a reduction which has only been exceeded twice since March, 1877. The decrease for July was over $10,000,000.

Capt. Howgate, disbursing officer of the Signal Service and lately a prominent candidate for the headship of that bureau in place of Gen. Myer, has proved a defaulter to the amount, it is said, of $400,000. Fast living is the explanation of it. He has fled the country with his mistress, leaving his wife and family in destitute circumstances, and his bondsmen liable to the government for $40,000.

Gen. Ambrose E. Burnside, U. S. Senator from Rhode Island, died suddenly on the 18th inst.

A drouth of unexampled extent and severity has been prevailing in the tier of States from Pennsylvania and Maryland westward to Illinois. The season seems to have been unusually hot and oppressive in the Southwest, also.

In Michigan, forest fires have done great injury in counties bordering on Lake Huron. The scenes of our Wisconsin fires in 1871 seem to have been re-enacted, with even greater loss of life.

THE MONTH ABROAD.

An election was held in France on Sunday, August 21, for the choice of the 547 members of the lower house, or Chamber of Deputies. In 64 districts there was no choice and supplementary elections have since been held. The

result has been a great victory for the moderate Republicans, who gain many members. Both the Imperialists and the extreme Republicans, or Communists, experience a serious falling off; all of which is very encouraging from an American point of view. It is thought that Gambetta will now have to abandon the *role* of an irresponsible critic upon the government, and accept the premiership himself.

The French venture in Tunis is proving to be an expensive one. Between the Arab revolts, the terrible climate, and other drawbacks, the whole enterprise has a different look from its first aspect.

The English Parliament was prorogued August 27th after one of the most exciting sessions in its history. The session of about seven months has been almost wholly spent upon two or three bills, all pertaining to Ireland. The last four months were devoted to a single measure, the Land Bill. This has at last become a law — thanks to the wonderful persistency and skill of Mr. Gladstone — in spite of the opposition of the House of Lords. It is a great step in the right direction, but it remains to be seen whether it has power to allay Irish discontent.

Bismarck and the Pope seem to have come into somewhat more amicable relations by some means. Dr. Felix Korum has been installed as Bishop of Treves, and was presented to the Emperor at Berlin, August 31. This is thought to indicate that Bismarck has abandoned the policy of the Falk laws, and has in some sense surrendered to Rome. It is probable, however, that the concessions are not all on one side.

Afghanistan is still in its normal state of revolution, Ayoob Khan inflicted a defeat upon the Ameer, Abdurrahman Khan; but apparently finds himself unable to follow up the victory. Meanwhile the English are well out of the country.

A provisional government has at last been formed in Peru under Calderon, and the Assembly is considering Chili's terms of peace. Pierola still makes a show of authority away among the mountains, but with little respect from any one. The new American Minister, Gen. Hurlbut, has been presented to President Calderon, and Mr. Christiancy has returned to the United States.

RECENT EGYPTIAN DISCOVERIES.

Tue current history of Egypt has ceased to be of great importance, but its ancient history seems to increase in interest as the years go on. The light which the Egyptian antiquities, so wonderfully preserved through the centuries, have thrown and are yet likely to throw upon the dawn of civilization, makes them a fascinating field of study. So many great scholars, German, French, and English, have given their lives to this study that "Egyptology" has come almost to be a separate science. It is not strange, therefore, that a great sensation has been aroused in the scholarly world by the wonderful finds lately made at Deir-el-Bahari, in the vicinity of ancient Thebes. In a chamber or gallery cut in the rock was found an immense quantity of relics

supposed to have been stored there 2,500 years ago to preserve them from the destroying hand of Cambyses, the invading Persian king, who made his name a synonym for ravage and destruction. These relics have now been deposited in the Boulak Museum at Cairo to await more careful examination. They comprise the veritable mummies of many of the most famous monarchs of Egypt in her grandest period. It was at first reported that those of the great Rameses II. and Thothmes III. were included, but that is now denied. But there are the actual bodies of at least a dozen of Egypt's royal line, bodies that walked the earth in regal state from 2,900 to 3,600 years ago—kings and queens whose very names have a fabulous sound. With these royal mummies were found several papyri, or ancient books, in a perfect state of preservation. One of these, found in the coffin of Queen Ra-ma-ka, is beautifully illustrated. It is sixteen inches wide and, when unrolled, will probably measure from 100 to 140 feet in length. The translation of these books will be awaited by archæological students with the most intense interest.]

There were found, besides, 2,700 mortuary statues with inscriptions, and nearly 2,000 other objects.

Among these was an enormous leather tent bearing the name of King Pinotem I. It is beautifully colored and embroidered. Fifteen huge wigs, once worn by royal princesses and the grandest ladies of the Egyptian court, are also in the collection. It is too early to speak with certainty of the value of this wonderful discovery, but it can hardly be overestimated. Aside from the new light which it will throw upon Egyptian history, it will greatly stimulate archæological investigations in all parts of the world occupied by the ancient civilizations. And from these may come other finds of great historical interest.

EDITORIAL.

It required real courage to face the warm weather last July in visiting Atlanta, Ga., to attend the annual meeting of the National Education Association. To add to the discomfort of the journey, nearly all the country on the route south of the Ohio river was suffering from a severe drouth. Yet the trip was performed without any bodily harm to us. The scenery most of the way from Chicago was new to us, and we enjoyed the sight of the villages and cities, of the prairies, high bluffs, mountain ranges, and broad valleys, of the strange varieties of trees and the fields of cotton, and of the collections of the colored and white people at the railway stations. We shall never forget our first view of the famous Lookout Mountain, as it towered boldly in the early morning light above the southern end of the long valley which we were traversing. Separate from its historical associations, its appearance is very inspiring, as it seems to stand out alone in the midst of other mountain ranges and lifting its head above them all. The view from its top is said not

to be surpassed anywhere on the continent. Here the eye can range over a landscape stretching out into five States.

The people of Atlanta extended to the members of the association a most hearty welcome. Besides the usual courtesies they gave an evening reception at their largest hotel, exhibited to them the various portions of their beautiful and enterprising city, and made excursions for them to the romantic scenery at Chattanooga and Tallulah Falls. Gov. Colquitt and Ex-Gov. Brown, of the United States Senate, made excellent speeches before the association. The State legislature which was in session at the time in this city, invited the body to witness its deliberations. Before the lower house, several prominent educators were requested to present addresses on the public school system. Everywhere the most kindly attentions were shown to the members from the Northern States. Neither in private nor in public did we hear an offensive word spoken by any one from the extreme sections of our country. We are under many obligations personally to Gen. Orr, the State Superintendent of Georgia, for distinguished favors shown us.

The association was in session four days. Too many subjects were discussed, principally in twenty-five papers read by their authors before the body and the four departments into which it was divided. Besides these, elaborate papers were presented before the Spelling Reform Association and the Council of Education, which met in connection with the general body. As a consequence, but little time was given for remarks, reviewing and enforcing the opinions expressed. On the few occasions in which oral discussions were permitted, the drift of thought was often clearly away from the main topic. It would aid very materially to create the most lively interest at such times, if one or two persons were selected beforehand to follow the reading of a valuable paper with brief, pertinent, and critical observations, thus directing the minds of the audience to the main points considered in the paper; and then to allow any others present to continue the remarks. Still we listened to the papers wtth the deepest interest. They were, in the main, forcibly written and exceedingly practical in character, being largely adapted to the instruction of a people who are not fully acquainted with the free school system in this country. Now and then the exercises were enlivened by the sharp utterance of some objection against the system, such as used to be urged in the Eastern States forty years ago. It is the hope of the South that it has many staunch, aggressive, and intelligent supporters of public schools, and some of them are placed at the head of their educational operations as principals of high schools in the cities, as presidents of their colleges, and as State Superintendents. This annual meeting must strengthen their hands in every line of work.

The most animated discussion took place on the subjects, "What shall we Teach in our Elementary Schools?" and "A proposed Revision of the Common School Curriculum." The papers on these took most radical ground in favor of eliminating certain points in arithmetic, geography, and grammar; and of substituting in their place teaching on topics of more general and

every-day utility. The other subjects which most enlisted our interest were presented on Spelling Reform, Industrial Education, and Normal School Instruction. Under the first, we were shown that the movements toward improving our spelling are vigorously pushed by a few earnest advocates, and that new measures will soon be adopted toward hastening this reform; under the second, the progress toward the introduction of technical training into a majority of our States, was clearly outlined, and many articles constructed by the students in the industrial department of Purdue university, Indiana, were exhibited; and under the third, we were greatly surprised at the ignorance of several leading educators present of what constitutes the real normal schools, and what work is performed in them in this country. We were fully impressed with the idea that the experience of these schools in Wisconsin should be better known among the prominent teachers and school officers of the United States, and that our own normal school workers should participate more frequently in the discussions of this National Association.

The next annual meeting of this body will be held in July at Saratoga, N. Y.; and a strong effort will be made to secure the largest attendance of educators ever seen in this country. Hon. Gustavus J. Orr, of Georgia, was unanimously elected the president of the association for this year.

We met at Atlanta, Ga., at the last annual meeting of the National Educational Association, Hon. M. A. Newell, State Superintendent, of Maryland; and we were surprised to learn from him that a scheme for grading all the public schools of that State, including the country as well as the city and village schools, had been in operation some years. This work has been going on so quietly that it has attracted little or no attention. At the same time, it has been most successfully prosecuted. Supt. Newell says: "It is *done* in our State, not universally well done, but quite generally in the schools," which are over two thousand in number. He gives the main features of the scheme of gradation as follows: "Reports are made annually to the County Superintendents, and by them to the State Superintendent, of the number of pupils in each grade. Promotions are made quarterly or half-yearly; and it is strictly required that sufficient advancement be made in *all* the studies of the grade before promotion. In beginning the scheme, the oldest pupils were not strictly dealt with; but the younger ones, being well graded, time made all smooth." The questions for the final examination, or for graduation in the course of study, are prepared by each County Superintendent, and furnished on a given day to all his teachers to be submitted to the pupils. The papers are then gathered up and forwarded to the County Superintendent, who examines and marks them, and issues diplomas to the successful pupils.

Hitherto, drawing and object lessons have not been required as regular exercises in the schools. These will be added, Supt. Newell thinks, at the next session of the State Board of Education. Calisthenics and singing are

introduced in all the grades as general exercises. The following is the course of study for the country schools:

FIRST GRADE.

1. The alphabet; spelling and reading Primer, or one half of First Reader. 2. Printing capitals and small letters. 3. Counting objects as far as twenty. 4. Writing figures as far as twenty. 5. Adding, subtracting, multiplying, and dividing by two, orally, as far as twenty. 6. Object lessons; parts and uses. 7. Drawing—straight lines and angles.

SECOND.

1. Reading and spelling to the end of First Reader. 2. Printing words and sentences from First Reader. 3. Counting as far as one hundred. 4. Writing and reading figures as far as one thousand. 5. Adding, subtracting, multiplying, and dividing by three, four, and five, as far as one thousand. 6. Writing on slates in current hand. 7. Object lessons; qualities. 8. Drawing — straight and curved lines.

THIRD.

1. Reading and spelling to the end of the Second Reader. 2. Copying on slates the lessons of the Reader. 3. Spelling; one half of Primary Spelling Book. 4. Writing and reading figures as far as millions. 5. Adding, subtracting, multiplying, and dividing by six, seven, eight, and nine. 6. Writing in Copy Book, No. 1. 7. Oral lessons in geography, including the maps of Maryland and the United States. 8. Object lessons; color and form. 9. Drawing.

FOURTH.

1. Reading and spelling to the end of Third Reader. 2. Spelling — Primary Spelling Book completed. 3. Copying of lessons in Third Reader. 4. Elementary Arithmetic, through long division and U. S. money. 5. Writing — Copy Book No. 2. 6. Geography — Oral lessons — Maps of North and South America. 7. Grammar — Oral lessons — distinguishing the parts of speech, and the different kinds of simple sentences. 8. Object lessons in morals. 9. Drawing.

FIFTH.

1. Reading and spelling to the end of Fourth Reader. 2. Writing lessons in Fourth Reader from dictation. 3. Spelling — Advanced Spelling Book — one-half. 4. Elementary Arithmetic completed. 5. Writing — Copy Books Nos. three and four. 6. Grammar — Oral lessons — Parsing and analysis of easy sentences. 7. Geography, one half of intermediate geography. 8. Drawing.

SIXTH.

1. Reading and spelling to end of Fifth Reader, alternate with History of the U. S. 2. Spelling — Advanced Spelling Book completed. 3. Practical Arithmetic completed. 4. Writing — Copy Books Nos. five and six. 5. Grammar — Elementary grammar completed. 6. Geography — Intermediate completed 7. Easy lessons in composition. 8. Drawing.

ONE question asked by the State Superintendent in the annual report of district clerks, has caused no little trouble to those officers and puzzled some number of town clerks. Question No. 8 reads: "Percentage of enrollment of the pupils attending the public school on the whole number of children of school age in the district;" No. 9 reads: "Percentage of attendance upon the public school of the whole number enrolled during the year;" and No. 10 reads: "Percentage of attendance upon the public school of the pupils who were members of the school." It is this last question that gives the trouble. Of course No. 8 is answered by dividing the number enrolled by the whole number of school age; and the answer shows what part of all the children entitled to go to school, do really go at all. No. 9 is answered by dividing the whole number of days schooling the enrolled pupils received by the whole number of days schooling it was possible for them to receive; and the answer shows what part of the possible schooling the enrolled pupils actually obtained.

Now, some pupils commence school after the term has become somewhat advanced, others leave the school before the term ends, and others still become members only for one term, or a part of a term, and this state of facts is what is aimed at in No. 10. The records should show during how much of the year each pupil was a member of the school and so considered by all interested, and the sum of all those periods of time in which he was a member is the true divisor for No. 10, while the dividend is the same as in No. 9, viz.: the whole number of days schooling received by all the pupils.

It seems to us that a little reflection will not only show that the question is quite simple after all, but exceedingly important. The answer is the really true test of regularity of attendance. It shows whether, while children are going to school at all, they go regularly or not; and certainly one's progress in school depends about as much upon the regularity of attendance as upon the gross amount of it.

WE select the following article on grading the county schools from the Indiana School Journal for this month. It contains such timely suggestions as we desire to present to our County Superintendents and country teachers:

"There are still a few counties in the State in which but little has been done toward grading district schools. Wherever superintendents have taken hold of the matter in earnest, the question of grading is no longer a debatable one. Its practicability has been demonstrated and its great utility is universally conceded. Those counties yet behind in this regard should enter upon the work at once. The only way to grade schools is to *grade* them. Let the process begin at once; no amount of waiting will help the matter.

True, the work cannot be perfected at once. Those pupils that have "finished" the arithmetic and yet have not begun the study of grammar, of course, cannot be classed; but if the teacher will see to it that the *beginners* keep to the course of study, and will push the irregular ones forward in the branches in which they are deficient, and hold them back a little, if necessary, in the branches to which they have given special attention, and withal exercise a little common sense, all difficulties can be overcome, and the grading be completed in a year or two.

The desirability of grading these schools is no longer questioned. That it will greatly diminish the number of classes; that it will greatly economize the time of the pupils; that it will systematize the work so that there need be little loss of time when a new teacher enters the school; that it will enable pupils changing their residences to enter a new school and find the classes corresponding to the ones he left; that it is as easy and as essential to have the country schools graded as it is to have city schools graded, no one familiar with the facts will deny.

The superintendent must take the lead in this matter, but can do little without the cordial support of his teachers. When superintendent and teachers work together earnestly and wisely, success is a foreordained certainty."

NEW PUBLICATIONS.

PROF. R. B. ANDERSON, of the State University, has laid upon our table his translation of Björnstjerne Björnson's first novel, Synnöve Solbakken, which is the first number of the entire list of that author's novels soon to be translated by the professor and published by Houghton, Mifflin & Co., of Boston, Mass.

We have read the book with the greatest of pleasure, and heartily recommend it to all readers who desire to get a look at Norwegian peasant-life that must be as truthful as history, since it is the work of a master who strove to show that life as it is. It is a light, airy, and delightful piece of work, but still reveals, here and there, the substratum of fierce brutality and coarse strength that lies in the depths of those northern lives. One feels occasionally the atmosphere of a life that would breed and nourish vikings, as of old. That the book is the work of a poet is evident from the very first, and the poetic element clothes the whole with an indescribable beauty. Those who read this volume will wait anxiously for the others that are to follow.

TALKS WITH TEACHERS, is the title of a small volume from the pen of Rev. A. D. Mayo, and from the press of *The New England Publishing Co.* It is full of wise and trenchant criticism of many different aspects of school affairs; and the articles, not chapters, are so short, sharp, and vigorous, that one can take up the book and read with pleasure and profit no matter where he may open it. A first rate book to be always at hand as a time-saver.

SADLER'S COUNTING HOUSE ARITHMETIC comes to us from the author, who is also the publisher, 6 and 8 N. Charles St., Baltimore. It is a volume of five hundred and ten pages, small quarto, printed on heavy tinted and calendered paper; and, taken altogether, is a sort of cyclopedia of business arithmetic. The treatment of the applications of the principles of percentage to commercial computations is particularly full and clear. It is a perfect *vade mecum* for a business man and an invaluable reference book for a teacher. Price, post paid, $2.00.

Lippincott's Popular Series of Readers. These well-known publishers at Philadelphia have just issued a series of four readers for the public schools. They are prepared by Marcius Willson, the author of another series of readers used in some schools of this State. In binding, paper, type, and illustrations, these books are unsurpassed by any readers introduced into our schools. A fifth reader and a supplementary volume will soon be published. The basis of these works is certainly unique. "Departing," the publishers say, "from the old plan of a multitude of isolated selections thrown together in scrap-book form, without any bond of connection or mutual dependence, the author has proceeded upon the principle that the charm of a continuous story, so readily available in readings for the young, may be made to open the most inviting and pleasant avenues to knowledge. Hence, *although the web of fiction that runs through is slight*, the principal characters that are early introduced are continued from childhood up to manhood; and around them, as the story advances, the chief interest in the third, fourth, and fifth readers is made to centre. At the same time each lesson or chapter is devoted to some particular theme or subject, and is *complete in itself;* and the continuity of the narrative, while calculated to attract and absorb the attention of the pupil, is of such a character and is so managed that the subject matter in nowise depends upon it, and a pupil can begin anywhere in the series with interest and advantage."

THE INDUCTIVE ALGEBRA, embracing a complete course for Schools and Academies, by Wm. J. Milne, Ph. D., LL. D., is published by Jones Bros. & Company, Cincinnati, Chicago, and Philadelphia. pp. 347, test questions and answers in an appendix. The work is neatly printed, and bound in cloth, but we don't see wherein it is much better or worse than many others of like grade that have preceded it.

THE DICTIONARY OF EDUCATION AND INSTRUCTION, by Henry Kiddle and A. J. Schem. New York: E. Steiger & Co.

This volume is based on the clyclopedia of education, and is planned to be a valuable reference book on the theory and practice of teaching. The book, while smaller than the cyclopedia, has all the valuable structure of that noble volume. It is in a compact form, a storehouse of information pertaining to education. Its design is comprehensive, and it deals with its subjects in a comprehensive way. Probably no work of its size contains so much information on the subject of education, arranged in such a scholarly way. Information not accessible in any other way is here found ready and available. The condensation and abridgement have been skillfully performed, and hence the manual will undoubtedly have a large sale, and this the enterprising publisher deserves.

It was an excellent idea to prepare an abridgement, for it is cheap enough to be owned by every teacher, and it really has all the good things in the work from which it has been abridged.

NOTES.

PROF. H. O. DURKEE, formerly of La Crosse, has been elected superintendent of schools at Rochester, Minn., with a salary of $1,600 per annum.

R. J. PORTER is retained for the third year as principal of the Avoca high school. This school is in a flourishing condition. The fall term commenced Monday, Sept. 5th.

NAMES of five teachers who made fewest mistakes in spelling in the New Lisbon institute: Roxana Brewster, Mary Brewster, Simon Denigan, Ellen L. Darrow, Dedie Beebie.

FREE HIGH SCHOOLS have recently been established at Elroy, Juneau county; at Dodgeville, Iowa county; at New Richmond, St. Croix county; at Cross Plains, Dane county.

AT the Wauwatosa institute, the following teachers did the best work in spelling: Jacob Boose, Miss Eliza Sheldon, Mrs. E. L. Sherman, Miss Flora M. Logan, and Mr. E. B. Johnson.

THE records in the Oshkosh Normal School show that 84 students did a total of 772 weeks of practice-teaching during the past year, giving an average of 9 1-5 weeks to each student.

PROF. L. A. STANWOOD goes to Iowa and into the study of law, while his place at West Bend is taken by Prin. Edward Beckwith. F. W. Cooley goes to Grand Rapids for the next year as principal.

THE public school at Burlington, Racine County, under the charge of Prof. E. R. Smith, opened the second week in this month with an enrollment twenty-five per cent. greater than at the beginning of last year.

PROF. E. R. SMITH, one of the Conductors of the institute at Wauwatosa, writes: "The institute was very enjoyable, and all the members seemed to get much good from the work. They were unusually thoughtful."

SUPT. WEST, of Rock County, informs his teachers that a portion of the time at each examination held this fall for certificates, will be devoted to the work set forth in the "Course of Study for the Ungraded Schools."

SUPT. BARKER, of Pepin County, writes: "The enrollment at our institute, held at Durand, is not so large as last year. Quite a number of teachers are abroad from the county. Several have gone to River Falls normal. Yet we have more practical teachers in attendance, and some good workers."

SUPT. GROGAN, of Sheboygan County, leaves his office, and assumes the principalship of the public schools of the city of Sheboygan. We regret that he leaves a position which he has honored with most efficient service. There can be no doubt that he will perform successful work in his new field.

WE learn that Supt. Wright, of Waupaca County, is filling the two positions of supervising the schools of his county, and teaching as the principal of the public school in the city of Waupaca. He has been an efficient superintendent, but we doubt whether he has the time and strength to perform the duties of both situations.

PROF. A. O. WRIGHT, secretary of the State Board of Charities, and his wife, and Prof. W. C. Sawyer, of the Lawrence University, attended the School of Philosophy at Concord, Mass., this last summer. Pres. John Bascom, of the State University, and his wife, were present a day or so, the former giving an address. These were the only representatives from Wisconsin.

SUPT. SPENCE, of Juneau County, says: "Our institute at New Lisbon was well attended, and the conductors deservedly became very popular among the teachers and citizens of the place. Prof. Nye's lectures upon Theory and Art of Teaching were of special interest and profit. Rev. A. O. Wright favored us with his new lecture upon the "Philosophy of History;" and Major S. S. Rockwood, upon "The New Man." Both were of a high order."

PROF. T. B. PRAY, a graduate of the Chicago university, and a teacher for several years in the Wayland university, and in the Tomah and Beaver Dam high schools, of this State, has entered upon his duties as professor of mathematics in the Whitewater normal school. He is a thorough scholar, an accomplished teacher, and has given the highest satisfaction in the positions which he has hitherto held. We congratulate the normal school on securing his services.

PROF. GRAHAM, who conducted the Winnebago County institute at Oshkosh the first week in this month, writes: "I would have been so glad to have seen you at our institute, as I believe there are possibilities yet to be developed in connection with the union of the respective faculties of the Normal schools with the apparent and declared interests of the common schools. I believe that we shall see some good results, which are reflexive and progressive, from this institute."

DURING the past month several changes in the principalship of our schools have taken place. Mr. A. I. Sherman, of the Elkhorn high school last year, has engaged to teach the school at Bayfield this year. Mr. H. D. Kinney, who taught at Black Earth last year, goes this year to Lake Mills; Mr. C. A. Burlew is transferred from the high school at Bloomer, to the high school at Chippewa Falls. Mr. A. W. Burton accepts the high school at Glenbeulah, in place of the school at Sun Prairie. Mr. J. H. Boyle goes from Milton Junction to Necedah.

PROF. J. H. GOULD, the conductor of the Pepin County Institute, sends the following: "Twenty-four teachers sent for Baldwin's 'School Management,' fifteen for Swett's 'Methods of Teaching,' about twenty for Salisbury's Orthoepy, many for works on Drawing and on Primary Teaching. More will do so in the near future. New interest was aroused in Lunn's School

Register. All stated that the necessity of grading the country schools and the plans for grading them had been made plain, so much so that they were now going to work to accomplish this in their schools."

FROM the *Kenosha Telegraph's* report of the Salem Institute:

Prof. W. S. Johnson delivered an entertaining lecture on Tuesday evening, taking for his theme "Scenes in London." The lecture was above criticism, save the audience were so delighted they could have listened much longer. State Superintendent W. C. Whitford addressed a full house on Thursday evening in a very instructive and acceptable manner.

SUPT. MCLOUGHLIN took charge of the institute at Depere, Brown county, last month. He sends this statement:

"Institute at Depere closed with an enrollment of 70. Average attendance 90, or over. Teachers did good work. They are more in sympathy with primary than higher work. Miss Emma Mitchell, of West Depere, presented the best and neatest paper on spelling. She deserves mention in the *Journal.* There were twenty-three papers in all."

The Grant County Witness says that "The fall term of the normal school commenced this week with the usual attendance. We notice quite a number of new faces on our streets. The increased facilities provided by the new addition will prevent the crowding, against which so much precaution had heretofore to be taken. The Platteville normal is fully equipped with experienced teachers, and its reputation stands second to none in the State."

FROM the reports received at the office of the State Superintendent, we learn that the enrollment of the teachers has been in the institutes this summer and fall as follows: Tomah, 62; Burlington, 63; Lancaster, 122; Sheboygan Falls, 99; Chippewa Falls, 40; New Lisbon, 78; Manitowoc, 102; Richland Center, 102; Arcadia, 96; Horicon, 100; Jefferson, 88; Darlington, 80; Wauwatosa, 31; Appleton, 71; Durand, 39; New London, 81; Marquette, 19; Oshkosh,81; Menomonie, 58; Reedsburg, 102.

LANCASTER, WIS., Aug. 19, 1881.

SUPT. WHITFORD: *Dear Sir*—The following resolutions were adopted at Lancaster yesterday:

Resolved, That in the opinion of the members present at the Teachers' Institute held at Lancaster, Grant Co., Wis., August, 1881, it is desirable that the annual school meetings should be held about the last Monday in April.

Resolved, That a copy of the above resolution be sent to the Wisconsin JOURNAL OF EDUCATION.

Yours truly,

CLYDE R. SHOWALTER.

PROF. L. H. CLARKE writes as follows concerning the institute at Horicon, which he helped to conduct:

"We had a good time. The class of teachers assembled was more than an ordinary one; only 12 out of the 100 had never taught. Only 18 had never attended any higher grade of schools than a district school. Thirty-nine had

received all or part of their education in high schools. Prof. Emery pronounced the regularity of attendance and lack of tardiness something remarkable. I was much surprised at the amount of preparation made by those attending the institute. Over four fifths prepared maps in geography, and were tolerably prepared on most subjects."

Prof. Clarke writes the following also concerning his high school at the same place:

"School opened August 29, with a much better attendance than last year on the first day. We are assured of many more pupils from abroad than we had last year, and then we took in over $225 tuition.

WE are glad to see that the Normal Regents, at their late meeting, set apart $5,000 for teachers' institutes this fall. If the sum were $10,000 our joy would be multiplied by two. With a Normal School fund of $1,080,000, it would not be too much to devote $10,000 to these popular institutes. *They* strengthen and encourage young teachers, they keep old teachers abreast of the times, they infuse a school-going spirit into the people. Let the best teaching talent and experience obtainable have the management of these opportunities for review and advance among the teachers. They help to make our school system uniform and the best. And the teachers who will not make some sacrifice to attend them are not worthy to be employed. *Exchange.*

THE Chicago *Inter Ocean* has the following complimentary note among its recent educational items:

There is no other State in the Union that shows such a lively, intelligent interest in the subject of school hygiene as Wisconsin. This fact, which has been manifest for some time past, was further developed at the recent meeting of the State Teachers' Association. The State Superintendent loses no opportunity to circulate information on this subject and urge it upon the attention of teachers.

SUPT. RATHBUN, of Buffalo county, advises his district boards as follows:

"I again recommend eight months' school; in no case less than seven. For an eight months' school I think two months, or two and a half before Christmas, three or two and a half in the winter, and three in the summer the preferable way of arranging the terms. For a seven months' school, two in the fall, three in the winter and two in the summer is the best arrangement; four in the winter and three in the summer is not a bad one, if the winter term begins no later than the middle of November. I think there should be at least two months in summer. There are many children from six to twelve years of age, who can not attend regularly in winter, on account of weather and distance; they need a summer school. The work they do at home for the two months following the middle of April, is very little."

THE following is all we have seen concerning the school display at the Milwaukee Exposition. Upon invitation of Mr. Grossman, the Department of Public Instruction will furnish a file of reports, blanks, and circulars, and an historical sketch:

A meeting of the State committee on display of school work at the Milwaukee Exposition was held in Milwaukee last week. Max Grossman was elected secretary. Some of the work was laid out as follows: Prof. Alexander Kerr will attend to the work of securing proper offerings from the

State University and Madison schools. Superintendent MacAlister will prepare circulars which will be generally distributed, asking outsiders to assist in whatever manner they can. George S. Albee, of Oshkosh, will take charge of the normal school exhibit, and will see that the specimens of that class are not behind the schedule.— *Exchange.*

A NUMBER of young ladies and gentlemen played the part of serenaders on Tuesday night. Prof. Graham pronounced the voices excellent, and he is no mean judge of the "concord of sweet sounds."—*Ex.*

That was all well enough for the young ladies and gentlemen, and for the grizzled old veteran himself, for that matter; but we will wager a new goose quill that they did not "come it" over him in that way at all. We don't believe he pitched his questions next day in an easier key, nor that his memory of the "concord of sweet sounds" was any bar to his pedagogical puncturing; and as for his scoring them any the less on account of their performance, we don't believe a word of it.

A RECENT number of the *Manitowoc Pilot* has the following just commendation of one of the most vigorous educational men in the State:

"Mr. Viebahn and family left for their new home at Watertown on Wednesday last. Mr. Viebahn has been principal of the First ward school for nine years, and county superintendent of Manitowoc county for something over one year. He has done as much as any man in the county to give Manitowoc county a reputation in educational circles. An abler man cannot be found in the educational force of the State. Mr. Viebahn is the product of his own industry. He has reached distinction, not through favoritism, but through merit. He will be missed in Manitowoc county by those earnest, quiet workers who appreciate work.

PROF. WM. J. WARNER, of the Lake Geneva Seminary, writes as follows:

"Our first semester commences Sept. 14 (Wednesday), with flattering prospects for a full school. Numerous changes are being made in Seminary Hall, which will greatly improve its comfort and convenience. The following is the faculty for the ensuing year: Mrs. Julia A. Warner, Prin., Mental and Moral Philosophy; Mr. Wm. Jay Warner, B. S., Asst. Prin. Higher Mathematics; Mrs. Ella N. Adams, Preceptress, English Language, Literature, and History; Miss Mary A. White, B. A., Ancient and Modern Languages; Mr. W. K. Higley, Ph. C., Natural Sciences; Miss —— Olmsted, English Studies; Mr. Irmin Soellger, Instrumental and Vocal Music; Miss H. E. Warner, Department of Art; Miss E. C. Miner, Assistant in Art."

THIS is the way Prof. E. O. Vaile gets at us in his *School-master:*

The Wisconsin Association, at Appleton, was well attended. The preliminary meeting of the Institute conductors and assistants was far from satisfying to anybody. Too much fear of traps or masked batteries. And then, how hard they have "diacritical marks!" Worse than the whooping-cough. If they have all other good things equally hard, they are the blessed of the earth; and we hope they have. But one thing is certain, they are a genial, wide-awake set of men and women. Formerly we had resented the remark made by a friend who had traveled largely in both States, that the coat of a

Wisconsin teacher would make a whole suit and duster to boot, for an Illinois brother. We were not long in being convinced, after we got to Appleton, that there was considerable basis for the figure; especially after being introduced to seven six-foot pedagogues, all big in proportion, excepting one who, like Chaucer's student, "was not right fat, I undertake."

But joking aside, if the profession in Illinois could be innoculated with a little of the spirit that seems to prevail among these Badgers, there is no telling what would happen to many bones now conspicuous for their drynesa.

WE ARE all acquainted with the ability and earnestness of Prof. Rankin, from which so many young men and women have derived inestimable advantages for their life work,— with the thorough knowledge and conscientious care of Miss Perry in the studies which she will have under her especial supervision,—with the broad and far-reaching linguistic attainments of Dr. Philler,— and of the qualifications of Rev. Mr. Watson in the department of elocution.

But we have also to note the engagement of a gentleman to take charge of the classical studies, whose reputation in that direction is already established, although a very young man. We refer to Prof. Goodwin, a son of Col. Geo. B. Goodwin, of Milwaukee, and a graduate of the University of Wisconsin, of the class of 1880. Of him, Prof. Kerr, of the university, writes that he "is acknowledged by all competent to give an opinion, to be by far the most accomplished scholar in classics that ever graduated from the university;" and Prof. Frankenberger, that "he is a young man of very marked ability and named by common consent the best Greek scholar ever graduated here, and one of the best writers of pure English."—*Waukesha Freeman.*

IF any one thinks that there is any doubt as to the County Superintendent being abroad as well as the school-master, let him read this:

Teachers' Institute.— The fall term of the Waushara County Teachers' Institute will be held at the village of Wautoma, commencing Sept. 6th, 1881, and continuing five weeks.

Board and rooms for those boarding themselves can be procured. Tuition, twenty-five cents per week. Prof. Robt. Graham, one of the best institute conductors in the State, will have charge of the work during the last two weeks, assisted by other teachers of recognized ability. Good lecturers will also be provided. It is expected that all who intend to teach the coming winter will be present the first day, as every effort will be made to render this session one of the most profitable ever held in Waushara county. Absent teachers will be considered unwell or incompetent, for live, wide-awake teachers are seldom absent for more than one term of preparatory and review work during the year. If you do not attend before the last week, do not come. No drones, nor those who shirk responsibility, wanted.

MORE about the Salem institute. It appears to have been a remarkable success:

The teachers' institute, conducted by Prof. Johnson and Supt. Mahoney, and attended with great success, closed on Friday. Eighty-two teachers were enrolled, the per cent. of attendance being ninety-eight. Prof. Johnson spoke in flattering terms of the institute. He not only said that the per cent. of attendance was the highest he had ever known in an institute, but, moreover, it was the best working institute he had ever seen, while the teachers of Kenosha county were in the front rank. Nothing was more evident than that the professor was eminently fitted for the work, and the teachers sung his praises. "Kent's Commentaries," in four volumes, and an inkstand of strange device, were the teachers' offering to Supt. Mahoney, and bore testimony that he also occupied a place in their hearts. Foster Bassett and Miss Clara Upson performed the presentation ceremony. The sentiments of the institute were formulated in a neat little speech, spoken by Miss Upson with fine effect.—*Kenosha Telegraph.*

The Palmyra Enterprise, in acknowledging the receipt of a catalogue of the Whitewater normal school, says: "The increasing importance of the professional work of the school is still further shown by the detailed statement of the professional course of study published for the first time in this issue of the catalogue. The whole showing indicates life in the Whitewater normal school."

The Broadhead Independent, in a like connection, remarks that, "We are glad to learn that this school is prospering under the able administration of President Stearns, who is aided in his work by competent and efficient teachers in all departments of instruction."

The prosperous condition of the school is also indicated by the fact that there are fifteen (15) members of the senior class, and fourteen (14) members of the junior class, at the outset of the new school year.

SUPT. BUKLL, of Dane County, sent last month to the qualified electors of his district a brief but excellent circular, from which we clip the following paragraphs:

"During my official term nearly all of my teachers have been induced to leave, at the close of each term of school, a record of the progress of the classes during that term, where they are to commence the next term, and the standing of each scholar in each class. A teacher upon entering a school is thus enabled to begin work immediately and understandingly. District boards are urged to require in the future all teachers to leave such records.

"I am convinced, from careful observation, that the law which requires all children between seven and fifteen years of age to attend school for at least twelve weeks in each year, is inoperative in many districts. I think the parents of fully one third of such children, in my superintendent district, are liable under this law. If the law be wrong, the quickest way to ensure its repeal is by enforcing it; if it be right, then certainly it should be enforced. District boards and friends of education should see that the law is carried into effect.

"In my last circular I enumerated the advantages to be derived from dividing the school year into three terms. Quite a number of districts have followed my suggestion. From careful observation of the work done in those schools during the past year, I am warranted in asserting that it has not only been greater in quantity, but better in quality. In nearly every instance greater care has been evinced in selecting teachers of known ability and experience, the same teacher has been employed throughout the year, and the schools have been in session during that portion of the year in which the greatest mental effort is possible with the least expenditure of vital energy. I am convinced that it is a mistake to have schools in session during July and August.

PROF. BECK has the following items in his educational column in the *Grant Co. Witness:*

STATE ASSOCIATION.—We hope that recent experience in connection with our State Association will be conclusive in favor of holding its summer meetings hereafter regularly at Madison.

It is easily accessible from all parts of the State; it has ample hotel accommodation at reasonable rates; commodious halls for meetings, and abundant facilities, both natural and artificial, for entertainment and recreation.

If its citizens are not generally interested in the meetings, neither are those of other places after they have once had the opportunity of attending them, for to persons not especially interested in the subjects discussed, they must usually be exceedingly dull.

We still believe that the summer meetings should be chiefly devoted to social intercourse and recreation, for it is hardly reasonable to suppose that several hundred teachers, weary and jaded as too many of them are, with the work of the year just closed, and the mercury struggling desperately with the nineties, can become very enthusiastic over the fearfully reiterated and attenuated discussion of State Certificates and kindred topics.

A few papers, on topics not worn threadbare, the discussion of a living question or two with reference to settling some points of principle or practice, if such can be obtained, may be tolerated. But even teachers, with their well-known desire for improvement, do not care to endure twelve to twenty-four hours of railroad travel, with other inconvenience and expense, for the sake of being bored year after year with the same old gimlet.

COUNTY SUPERINTENDENT.—Grant county is fortunate in having one of the best school superintendents in the State.

Since Mr. Harper has been in office, now nearly four years, he has given strict attention to the work and has labored earnestly and efficiently for the improvement of the schools. His influence in this direction is manifest to all who are in condition to know, and we have heard no expression of dissatisfaction except in one or two cases in which he had refused certificates to unqualified applicants, and this we consider a high recommendation. We are satisfied that the educational interests of the county would be best promoted by his election for another term.

This is the way the Platteville folks took hold of the high school question recently. It seems to show exactly how other villages may obtain the great blessing of a free high school:

Your committee, to whom was referred the subject of a free high school, beg leave to report that we have examined the law under which such schools are established, and are of the opinion that you have the ability and authority, and that it is your privilege to add to your primary, intermediate. and grammar departments, a high school department.

Section 490, as amended in 1879, reads as follows: "Any district having a graded school of not less than two departments may establish a free high school if it has twenty-five pupils prepared to begin a high school course."

As you have fixed the course of study in your school, you can select more than twenty-five pupils upon examination, qualified to commence such a course. You can, if you desire, make your upper room a department for a high school and make your price of tuition so liberal that you will induce those outside of the district to come into the high school.

Under this law, which has been in operation five years, last year there was $25,000 distributed to ninety schools, receiving on an average $277.70. The least received by any one school was $41.43; the most received, $338.45. Forty-six schools received each $338.45.

In order that the question of establishing and maintaining a free high school in your district may be submitted to the electors thereof for determination, the following resolution is proposed for adoption:

Resolved, By the district board of district No. 5, town of Platteville, that a high school be established and maintained in said district.

The high school system proposed by this report does not in any particular affect our present district system. We should continue to elect our school officers as heretofore, vote our own taxes, and manage our own school just as at present, without the addition of a single dollar extra expense, while we should draw from the State from $300 to $325 on salary of principal.

We do not ask this meeting to vote on this subject to-night, but desire that a special meeting be called in two weeks from this evening to vote on the question of the above resolution.

H. D. ROBBINS, Chairman,
G. R. LAUGHTON,
H. H. VIRGIN,
WM. GRINDELL,
M. P. RINDLAUB.

The county government in Langlade county went into operation for the first time last spring. Geo. Ratcliffe, of Antigo, was then appointed county superintendent. Under date of the 22d of last month, he sends out, as the result of his observations, vigorous advice to the people in the several school-districts of his county, in reference to the adoption of a uniform series of text-books for the use of their schools. We give in full his circular on the reasons for such adoption, as follows:

1. Because it assures more efficient work on the part of the teacher, and thorough, rapid progress on the part of the pupil; from the fact that the teacher's time for conducting recitations, and the pupil's time for study, is trebled.
2. Because it is largely a matter of economy to parents in the purchase of books. By the adoption of a uniform series, books are obtained for introduction at one-third the retail price, old books being taken in exchange for new, regardless of the series, at a fair price therefor.
3. Because, by the appointment of a responsible party to handle books after introduction, the prices can be kept far below those demanded by retail booksellers.
4. Because the adoption of a uniform series throughout town or county, saves the outlay necessary for the puchase of an additional outfit of books when a family removes from one district or town to another.
5. Because it assists in securing peace and quiet, doing away with the constant disputes that arise from a conflict of three or four series in the same school.
6. A free high school would result, as schools would be uniform and of a better average quality. At present we find an excellent school perhaps in one district, where a uniformity of books exists; and the next, a poor one, chiefly from a lack of uniformity. The better school would be annually sending pupils to the high school; the other would not, though bearing an equal share of the burden of support of such high school, the advantages of which are for ALL schools concerned, and should be EQUALLY shared.
7. The country system of graded schools is out of question where a uniformity of books does not exist. Even "a course of study" cannot be introduced without uniformity.
8. As a whole, it would cement, solidify, and elevate the educational interterests of our county, and early result in the establishment of a free high school, an institution of great worth to our common schools, opening virtually a finishing course for our youth at the doors of our district schools.

THE following is a very sensible communication, and shows a very healthy condition of affairs at River Falls:

OUR PUBLIC SCHOOL.—*Eds. Press:* The board has made provision for what may be called a "business course" in the high school department of the graded school. This is suggested by the fact that so many boys at great expense seek training in "commercial colleges," and the further fact that every boy ought to have thorough instruction in school in the theory and art of keeping accounts, drawing commercial papers, conducting business correspondence, etc. Such instruction would seem quite as valuable as that in algebra, for instance.

It is not expected, of course, that any advantages that can be furnished will make mature and competent book-keepers. Such attainment can only be reached by experience in practical life. But an excellent *foundation* can be laid—all that can be done in schools. I take the liberty to say that

Prof. Thayer, who has taken some pains to observe the workings of the commercial colleges in this region, is of opinion that the advantages our school at present offers under the plan adopted and with such teachers as are at present employed, are decidedly superior to those of the average commercial college.

In the matter of saving expense by providing business instruction at home, I merely give the suggestive fact that our esteemed townsman, Jos. Stephens, who is one of the respectable tax-payers of the place, paid *in tuition alone* for a thirteen weeks' course at the commercial college of St. Paul, for his son, *more than his entire tax for support of schools.*

Let it not now be supposed that every boy in town of proper age, whether or not he has loafed his way through school thus far, can come in this fall and get a diploma in three or six months. A reasonable amount of acquirement is to be exacted at entering upon the course.

This course is not in any sense to interfere with the high school course already adopted.

Dated September 5, 1881. C. SMITH.

SUPT. A. W. MILLARD, of Green Lake County, has a way of coming to the point with his teachers that is decidedly refreshing. In his circular advertising the fall session of his County Normal School he says:

"I think best the coming term to devote the whole day session to instruction in the third grade branches, only, for the obvious reasons that ninety per cent. of our teachers hold only certificates of this grade, and that only about one half of *this* number has ever passed to the full standard, 60 per cent., for a third grade; and that the amount of time required in the preparation of the third grade studies is all any teacher ought to use."

And in reference to examinations to follow the school work he says:

"All who teach will be required to attend one of the public examinations. Do not ask for *permits*, *renewals*, or *transfers*. If you desire to teach, attend examination, and earn your certificate, or honorably fail. Legal reason must be produced before a private examination will be given. Those interested in the schools are invited to call in and inspect the written work of the teachers, and hear the oral examinations, and judge for yourselves as to the competency of the person you wish to teach your school."

SUPT. JOHN NAGLE, of Manitowoc county, publishes the following, which not only explains but commends itself:

"The Teachers' Institute now in session in the city is attended by eighty teachers. It is in charge of Prof. Robert Graham and J. M. Rait. The work being done is calculated to assist teachers in their method of teaching and also to enlarge their store of knowledge. Manitowoc county has a reputation throughout the State for the excellence of its institutes, and that now in session will compare favorably with any heretofore held. The teachers in attendance are quite interested in the work, and are quite industrious in preparing the lessons assigned.

"School officers should give some attention to the certificates of attendance at teachers' institutes. The teacher who is so interested in her work as to spend a portion of the vacation in attendance at an institute, is entitled to some consideration at the hands of school boards. It is indicative of that mental activity which brings improvement. Some of the teachers in attendance have taught ten months during the year and some of these are holders of State certificates. Those who have worked five sixths of the year and have put in an appearance at the institute promptly every day are certainly deserving of credit and merit the recognition of having their industry known to the board that employs them."

THE following concerning the doings of the Board of Regents of Normal Schools was crowded out of our last number.

The report of the finance committee of the Board of Normal School Regents shows:

Cash in treasury July 1, 1881	$15,809.47
Estimated income from invested funds	76,803.97
Estimated income from schools	12,000.00
Paid in by local regents	6,073.00
Total	$110,686.44
Estimated expenses of schools	$78,000.00
Repairs and improvements	1,500.00
Appropriation for institute work	5,000.00
Bills audited	6,603.02
Probable cash balance, July 1, 1882	19,583.42
Total	$110,686.44

The above figures are valuable as bearing upon the ability of the regents to maintain another normal school in Milwaukee. The committee further report that the total normal fund is $1,088,885.17, of which $997,616.69 is productive, and $90,268.48, the balance of the cash in the treasury, is improductive.

The preparatory, as a separate department, in River Falls school was suspended, and the principal, Miss Hattie Salisbury, was transferred to principalship of preparatory department in Whitewater.

The resignation of Prof. L. C. Wooster, of natural science department, Whitewater school, was accepted, and Prof. W. S. Johnson was transferred to that chair.

Prof. Emery declined the appointment to chair of mathematics in that school.

The board amended the rule relating to employment of principals of departments in model schools, so that experience in teaching before engagement may be reckoned in determining salaries.

The board visited Milwaukee, July 14, and inspected the sites for a normal school, tendered by the common council of that city, and accepted four lots contiguous to the fourteenth district school site, on Wells street, in the fourth

ward, as a site, and by formal resolution located the fifth State normal school at that point.

The officers elected for the ensuing year were:

J. H. Evans, Platteville, President.

Jas. MacAlister, Milwaukee, Vice-President.

W. H. Chandler, Sun Prairie, Secretary.

The committees appointed were as follows:

Executive — Regents Evans, Chandler, Hay.

Finance — Regents Weeks, Phillips, Dœrflinger.

Teachers — Regents Chandler, Whitford, MacAlister.

Institutes — Regents Whitford, Chandler, Smith.

Supplies — Regents Hay, Weeks, Andrews, and Evans.

Graduating Classes — Regents Hutchins, Chandler, and Whitford.

Course of Study and Text-books — Regents MacAlister, Smith, Hutchins.

Inspection of Schools and Buildings — Regents Andrews, Phillips, Weeks, and Evans.

Our recent remarks on the subject of "Impermanency of Teachers" have received some considerable attention, notably in the southwestern part of the State. Here is Supt. Harper's argument in support of our suggestion as to a partial remedy: A resolution recommending that the time of holding the annual district meetings be changed from the present times of holding them to the latter part of April or the early part of May, was unanimously adopted by the members of the institute. Such a change in our school law will undoubtedly prove of great benefit to our teachers and school boards, and particularly so to those having charge of or teaching in our graded schools or schools that employ teachers for the entire school year. A new member is usually elected on the school board each year. He may know nothing personally of the teachers employed during the past year, the condition of the school or its requirements. He, in electing teachers for the ensuing year, is forced to agree with one or both of his co-officers (for very seldom can he have well grounded opinions of his own to advance); or, if he is inclined to be obstinate or easily prejudiced, he may conclude to "go it blind," and in order to come to some amicable understanding in the matter, one or both of his fellow officers will give way to his views; and too often do we see the effects of such a forced method of electing persons to the resposible position of teachers in our schools. A meeting of the district and an election of officers in April or May will give the newly elected member an opportunity to visit the school and by personal observation glean information that will enable him to cast an intelligent vote in the selection of teachers when the time comes to choose. The teachers can know at the close of the spring term, or in a reasonable time after, whether or not their services will be retained or their old positions offered to them again for the coming year — most assuredly a very good thing to know at an early date. If their positions are offered to them and they choose to accept, they can do so at once and then the whole

vacation is at their disposal. No anxious waiting for the action of a school meeting that may not be held until July 14 or the last Monday in August or September, while the schools are to commence in the latter part of August or the early part of September. No worrying anxiety as to what the newly organized board may or may not do in the few days intervening between the present time of holding the annual school meetings and the beginning of school work. On the contrary, an excellent opportunity is given to the wearied teachers, if re-engaged, to enjoy themselves and gain needed strength for the work of the coming year; and if not re-engaged, ample time can be given in which to find other situations. The nervous excitement and wearing uncertainty that so many teachers labor under and that performs no little part in undermining their health, can in a great measure be done away with; and our schools, as well as the community at large, will be the gainers. This subject is open for general discussion, and it is hoped that teachers and members of school boards will give it more than a passing thought and also give expression to their thoughts through the editorial colum in the *Witness* or through the columns of other country papers.

Very respectfully, CHAS. L. HARPER.

We also take occasion to invite a discussion of the matter in the JOURNAL, while we can hardly see how there can be two opinions concerning it.

PRIN. J. H. TERRY makes the following, with other statements, in the *Iowa Co. Democrat*, concerning the Mineral Point schools:

The summary of statistics shows an enrollment of 608 pupils in all the departments, with an average daily attendance of 440. This enrollment is 14 less than that of last year, and nearly 100 less than the year previous. The average daily attendance, on the contrary, has gained with each year, thus more than compensating for any diminution in the number registering. The average attendance for 1880 was 435, and for 1879, when the enrollment reached 700, was but 417. There is reason for encouragement in this increase in regularity of attendance, but the highest possible results are not yet attained. It is no difficult matter, with the aid of a little more parental influence, to increase the daily average from the present figure, 72 per cent., to 80 per cent., or even higher.

The High School shows a larger membership than at any previous year, the number reaching 69. The average age of those admitted to the High School was 14. As the time seemed a favorable one, the course of study for this department has been, by the action of the School Board, extended over four years. It is hoped that the interest of pupils and parents will justify this action by making the number who will remain long enough to complete this course as large as possible. As large numbers of the pupils never attend other schools than those at home, it is most desirable that the advantages offered them here should be as good as they can be made. But unless a sufficient number of pupils interest themselves in this advanced course to justify the use of the time of the teachers, necessary to do the work of the higher classes, this extension of the course of study will be a wrong to the lower grades, and will make it necessary for the Board to rescind their action. Parents are urgently requested to lend their influence in making this new feature of the High School a success. It will depend largely upon them whether it shall be successful or not. The boy or girl whose parents are enthusiastic in regard to education, is not often indifferent about the matter. The new course of study is published in the catalogue of the schools just issued, and the public will have ample opportunity to examine it.

ACCORDING to the census taken by Prof. Ingalls there have been 380 cases of measles among pupils in the village schools this spring. There were 200 children absent at one time on this account. The epidemic is now subsiding from sheer lack of material to work on, and there are only twenty-five or thirty cases now. From its prevalence in the schools we should judge that upwards of 500 persons have had the measles in this village within the past three months. Many of these are adults, with some of whom it has been a second attack.— *Dunn County News.*

THE following resolution of the Northfield School Board explains itself:

RESOLVED, That we receive with regret the resignation of Prof. B. M. Reynolds, as Superintendent of our public schools, and that we extend to him sincere thanks for the faithfulness and efficiency with which he has performed his duties as instructor of our youth for the past three years; and cheerfully commend him to those who shall hereafter obtain his valuable services.

THE ladies of the normal and public school faculty, chaperoned by President Parker, Prof. Barns and the genial Cheeney, went down to Glenmont for a picnic on Saturday last. Before returning the party visited Afton; the scenery of which village is declared by some of the ladies as surpassing anything in this section of the country. The reports are that a great deal of the dignity pertaining to the profession was laid aside and a jolly day was had.— *River Falls Press.*

We haven't the slightest doubt of it in the world. If anybody in the West can break up and dissipate "professional dignity," it is "the genial Cheeney."

COL. J. G. MCMYNN, in presenting the diplomas to the graduating class in his Academy this year, in part spoke as follows:

This occasion will, I trust, always be associated with the cherished memories of your lives. It will reach back to home, to parental counsel, to friends, to effort, to increasing strength and aspiration. Let it be an incentive to honor, to truthfulness, to forgiveness, to fortitude, and to kindness.

My young friends, it remains for me to hand you the testimonials of scholarship to which you are entitled. I know that you will receive them, not as certificates that your studies are finished, that life may be spent in ease and indolence, but as commissions conferring on you high trusts, inciting you to higher endeavors, urging you to the pursuit of noble objects.

SUPT. RICHMOND, of Trempealeau county, has addressed a printed circular to all persons interested in the public schools of his county, in which he gives a good deal of first-class advice. We should be glad to print the whole of it, but can extract only the following:

"Be sure and make sufficient appropriation for teachers' wages. Do not be niggardly, neither be overgenerous to a burdensome degree. But you should provide sufficient means to make it possible to secure the services of good teachers, and direct your school officers to engage the very best that can be had for the means at their disposal. I consider it foolish to decide at the annual meeting, that the teacher shall be male or female. School officers should be left to the exercise of their best judgment, under the general direction, *secure the very best.* Never, by restriction, force your school board to hire an inferior male teacher, when the services of an experienced, capable female teacher can be had. All teachers who have served once faithfully and successfully, should be re-engaged so far as they can be. If a mistake has been made in licensing a teacher, and you should be so unfortunate as to engage him, and he proves incompetent, unfaithful, or immoral, he should be dismissed at once, for no teacher should be permitted to remain in school to the injury of his pupils."

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THE MACHINE IN EDUCATION.

[Abstract of a paper read by Prof. N. M. WHEELER, Lawrence University, before the Wisconsin State Teachers' Association, at the Summer Session, July 6-8, and published by request of the Association.]

The American variety of the human species might be fitly characterized as the man who works with a machine. Great is the Yankee's faith in combinations of wood and iron, geared together and provided with self-acting feed attachments, regulators, indicators, and what not. Does a demand arise for any given result, be it in the haunts of toil, or in the fields of fancy, be it the product of the factory, or the fruit of intellect,

> "He'll make the thing,
> And the machine that makes it."

This machine spirit is, from one point of view, *the* phenomenon of the age. It is an age which has an insatiate demand for methods. Everybody believes he can do anything, if only he can adopt the very latest improved method of some other body, be it in making shoes, or in conducting a revival, painting a picture, or running a campaign.

But there are things which no machine can fashion, there are results which will come from no mere methods, there is work unto every moment of whose endurance must come the patient hand, and there are products which are of no value unless brains were mixed in the making. It is to the task of pointing out some encroachments of the machine spirit on education that I address

myself. I shall consider, I. Organization; II. Government and Discipline; III. Instruction.

I. Organization. In the organization of schools, of systems of supervision and control, city, county, State, and National, the age is unique. Turn to any statistical report, any cyclopædia,—every place or country is described as having a "system" of education, more or less perfect. In this respect, circumstances confer upon us a precious opportunity, unhampered by traditions, in a virgin soil. We newer States and communities are in a position both to profit at once by the completed results of the toils of many before us, and to make experiments. Our danger is that we forfeit the advantage of our position by assuming burdens unfit for our immaturity, forgetting that the law of nature is development, not adoption, and fancying there is virtue in high-wrought and logically perfected systems, of themselves.

We must have organization? Doubtless; much of it, much more and better than we have. There is a wide field for purely mechanical work in the management of education, private and public. But none of these things are education. They are not even the essential conditions of true education. Else were all the past wofully uneducated. And no one can be more short sighted and self-deceived than he who expects the regeneration of society and the purification of national character to come out of these things. It is poor wisdom that deceives the great and careless public into a blind reliance on any system of organization and administration, however perfect on paper, and however hearty and intelligent the zeal that is endeavoring to realize the scheme.

I recognize the disheartening fact that there is a kind of practical necessity in the case, which makes ideal results impossible. I know that the public school must always be largely a machine; that it is, and must be framed for averages; that the individual must suffer in its operation; that there is necessity for its rigid rules, its hard and galling mechanism, and that it is much easier to point out defects than to show how better things can be done. Yet there are certain very obvious — and therefore neglected — evils connected with the graded schools of the State which must be pointed out again and again. The *un*graded schools are not fairly subject to criticism under this head. Let us hope that in

bringing into use the "course of study" recommended, great tact may be exercised to avoid the evils now suffered in the graded schools. Chief of these, and fundamental, is the ordinary system of promotion. The characteristic of machinery is that it cannot take account of the exceptional. But in school work — in this State more particularly — the exceptional is the rule. No system that depends solely or mainly on time, no plan that makes examinations and class standing the sole criterion, however frequent the quizzing, however ingenious the scale of marks, can furnish an adequate test of fitness for advancement. The free judgment of a competent teacher is worth them all, not only in point of justice, but in likelihood to secure the real ends of school labor. And here we touch the root of all the evils connected with the graded schools. The tendency of all devices is to observe the *end* of labor. The great need of every school is that its head, and all his helpers shall be continually asking, and answering, that hard question which the hard-headed public *will ask* — What is the use?

I. Government and Discipline. When we enter the realm of discipline and began to survey that wide field of education that has to do with the moral nature, manners, and habits, it may be doubted whether we are more struck by the perception of failure, or by the fact that so little is attempted. Can a code of rules transform a boy's heart? Can any number of marks develop refined manners? Can infinite reportings to the Principal eliminate stubbornness, or eradicate sloth? Can any elaborated system of reprimands, suspensions, and expulsions, strengthen the weak will, waken the dormant power of self-control, train the wayward sense of honor? Never. Yet, are not good and conscientious teachers daily laboring at this hopeless task? And are they not shut up to this futile endeavor by the necessities of "the system?" Moreover, it is easier to fall back upon a Code of Rules than to solve a moral problem. It costs less of heart-pain and nerve-weariness to send the erring one to the distant seat of awful authority in the Principal's room, or the Superintendent's office;— and, then, the overworked machine teacher has not the time.

I suppose, from my personal experience, that quite half of the boys and girls in our schools are not really "nice." From our thrones on the rostrum, we see in every corner stupid faces, leering

and repulsive brows, sensual mouths, the sour and unhappy, the cold and indifferent. Will a machine system of government make good and happy young men and women out of this material? *Does* it? Is there not a growing army of vicious, disrespectful, tainted children in every town and village — not truants and stay-at-homes, but legitimate products of the public school? Is this the best attainable, fellow teachers? The moral nature cannot be reached thus. Personal care, often enough painful and laborious, heartache, anxious thought, must be lavishly contributed by the teacher if he expects to do his whole duty. You must have rules, doubtless, but you must not depend upon *them* to quicken the dull sensibilities, to search out the secret source of bad temper, chasten away the impure thought, make the child as nearly as possible what it might have been if evil had not thwarted the good design of God in its birth.

Machine discipline connot train the growing nature. But it *can* secure two things, to which a vastly exaggerated importance is attached by some. It can secure stillness and outward obedience. A half hour spent in some of our model schools is like putting one's self under the exhausted receiver of an air pump, so noiseless, so nerveless, so dead are all the movements and expressions. I recall one which I visited once, a school which had a local reputation for discipline, the paralyzing effect of which haunted my mind for weeks. The teacher's list slippers and inaudible bell, his imperceptible signals, and expressionless voice — the stillest and dryest human sound I ever heard, were reflected in the dead silence and listless apathy which reigned in the room. He spoke only to indicate, in his dessicated tones, what part of the lesson he would hear; and they spoke only to recite monotonously the required formula or translate fractional segments of their task, for it was in Virgil's Æneid. This kind of thing is held up for our admiration and helpless envy. To this Sahara of paralyzed enthusiasm, of blunted interest and extinct curiosity we are to look for the sweet fruits of culture. Shades of the great and glorious teachers of the past,— men, bursting full of living force, resonant with singing enthusiasm, charged high with the leaping electricity of knowledge, rise and rebuke this absurdity, this emasculated and benumbing tyranny of the non essential.

But these things tell on the community. Teachers who do these things are spoken of with great respect. Herein lies a great temptation. These things, hard as they are to accomplish, are easier to achieve than is true education — the rapid, joyous communication of real knowledge, the kindling of a child's whole nature, its wise and judicious direction, the contact of mind with mind, of heart with heart — and these things can be seen and admired of men much more than the true process of growth.

For myself, I own with abasement, I never could treat living flesh and blood as if it were mere plastic clay. Childhood, to me, has sacred rights. Rather would I fail in many technical details than do aught to stifle budding originality or suppress individuality. The object is more than all the means. Perfection of detail too often means loss of true advantage. Yet I believe neither need be lost. There is a more excellent way.

III. Machine Methods in Teaching. This is the main point. For teaching is, after all, what all systems are for. Organization, government, discipline exist because of and ought to be modeled by the necessities of the teaching. This is trite to say, easy to forget, or overlook. The machine has gotten far into the work of teaching itself. Let us be specific here. Mere text-book grinding, parrotism, book-in-hand lesson hearing, cramming history and chronology in "chunks," — these absurdities we have all renounced in theory, and most of us avoid in practice. I do not mean these, but other phases of the machine in more pretentious guise. Any idea in education, however good, may be made mechanical in operation, and most ideas have suffered that fall. Our schools — our best schools — are full of fag-ends of the so-called science of education, scraps of "systems," bits of new "methods," caught from some much bepuffed Manual of Teaching, carried home as treasures of great price from a brief sojourn in some Normal School. There is a demand among teachers for the latest new-fangled "method," and a continual rivalry among publishers to introduce their latest patent-protected system of something or other. All this is no sign of progress. It is sure evidence of the machine spirit. It seems to be peculiarly characteristic of this mechanical age to seize upon every new suggestion, fruitful in itself, to reduce it to drill-master routine, and to drive it at high pressure.

The essential difference between true teaching and machine teaching is that there is individuality in the former. Its ways and means are not servile copies from another, but are evolved from the inner sources, devised for the occasion. "Principles are eternal, methods are not." If we will think of it, there is a wonderful amount of machine work in our best teaching. Analyzing problems *ad nauseum*, parsing by model, insisting always on "complete sentences," the exhaustive study of diacritical marks, "giving back the question in the answer," dreary reading and rereading of a passage that never meant much, to get the exact shade of inflection, much care for the pronunciation of ă and thŭ, and little for the meaning, vain repetitions daily of long formulas called rules, as the only logical justification of every fresh recurrence of a familiar fact in language, "object lessons," cut and dried before hand, and doled out in an inane imitation of baby-talk, senseless adoption of fragments from some kindergarten manual, under the impression that we are following in the footsteps of Pestalozzi and Froebel, forcing children's talk into the stilted formula of the text-book, forgetting that for school use, clay is better than marble — these are a few examples.

Whenever the school boy, when helped at home in his lessons, merely grows befogged and says "That is not the way our teacher does it," whenever the pupil gladly escapes from his Latin and Greek, whenever the standard argument for a specified course of study, or for the ways of a teacher, is that they "are valuable for discipline," there you may be sure the machine is in full operation. The gist of Grant White's criticism on our public schools, so far as it pertained to the results of instruction merely, was just this: that the schools were drifting from their true aim; that given up to machine formulas, managed here by devotees of impractical systems, there by immature reliers on new copyrighted methods, hastily acquired at Institutes and Normal Schools, they fail to produce that solid and tangible familiarity with primary knowledge that was once their sole aim. This too is the residuum of truth in the "Norfolk Co. Report." This is the significance of "the Quincy Idea," which is making such a stir among us.

For teachers, the lesson of Quincy is all summed up in what Supt. Parker says: "My main reliance is in slowly leading teach-

ers to understand the principles of teaching. If principles are understood, methods will take care of themselves." This, too, is the meaning of that fresh tide of energy in the language-teaching of our colleges, which begins to send its influence down into our high schools, which will, ere long, we trust, sweep away the last remnant of that kind of teaching whose ideal was to ask seventy-six questions on the first three lines of the Anabasis, and one hundred and twenty on the first three lines of the Æneid, and will forever deliver us from what Prof. Fisher, of Yale, calls "the 'gerund grinders,' who pretend that there is no such thing as thoroughness apart from their pedantic methods." I suspect a great fallacy in that word discipline, in whose name this tyranny has been perpetuated. I imagine we shall yet recognize that to make "discipline," the *prime* object of any study is to commit a palpable absurdity. Soldiers are not drilled for the sake of drill, but to make good soldiers. No discipline can be worth the pains which is not obtained while on the way, and as a means to some higher and better object.

If I have at all made clear my criticism on certain prevailing tendencies, it will be seen that the remedy I would propose, is a very old one, to lay greater stress upon the individual. The individual teacher and the individual scholar — these are the fundamental elements. The inevitable propensity of the human mind to sieze upon the form to the neglect of the real, is as fatal in teaching as in literature or religion. And machanism is as hurtful when it lurks in Grube's method or when it lies behind the phonic and word method, as when it is embodied in the old alphabet and multiplication table sing-song.

Individuality in the pupil is a result which would follow normally from a perfect system of education. That it is now rather the exception than the rule, is a bodeful sign. Who has not seen a pupil enter school who had been taught at home till ten or twelve, full of originality, with curiosity intense, mind all awake, still retaining the quaintly, eloquent language of childhood, keen for the fact, careless of the form, bold in opinion, eager in expression? And who has not seen such a pupil after two or three years of "drill," hesitating, timid, painfully accurate, dreadfully slow, the intellectual "go ahead" all gone out of him?

I believe there has been, and is, an overweening confidence in the efficacy of our education, public and private. I believe we have deceived ourselves and tricked the public with words. I see in the public prints the repeated expression of a growing distrust. I hear in the talk of men and women in their homes the voice of a spreading disappointment. I look for an awakening of public thought. In the eager interest with which attention turns to the few places where something really satisfactory seems to be doing, I discern the symptoms of an anxiety which is not to be allayed. Reality must take the place of factitious and overestimated standards. Originality of nature must be sedulously preserved. Individuality in teacher and in pupil must be made an essential element in all instruction. The machine must give way to the intelligent adaptation of natural means to a well-defined end under the guidance of principles established by a scientific process. Teachers must be selected and retained primarily for natural fitness. They must have general culture. They must daily refresh their minds at the fountains of thought. They must mingle with the world, and watch the world's ways. They must be more than mere teachers. They must become artists in human souls.

THE COUNTY SUPERINTENDENCY—ITS USES AND ABUSES.

(Read before the Convention of School Superintendents at Appleton, July 7, 1881, by Supt. B. R. GROGAN, of Sheboygan County.)

Our present system of supervising schools has been in operation twenty years; long enough to test its merits. Its advantages over the township system are many and apparent. It has given us better supervision, hence better teachers and better schools; while the fact of its adoption in some form by nearly forty states and territories, shows that it at least meets an educational need. True, our sister state, Michigan, after an experience of nearly eight years, in 1875 again went back to the old township system, but this reaction was not brought about by the friends of education. State Superintendent Tarbell, in his report for 1877, thus sums up the reasons against the township system: (1) The difficulty of obtaining in every township men competent to fill the place; (2) the difficulty

of retaining good men, even when such have been secured, political cabals or offense at their fidelity resulting in vast numbers of removals at the close of every year; (3) the impossibility of retaining any consistently high standard for teachers' certificates, when disappointed candidates can go into the next township and try again with frequently a fair chance of success; (4) the fact that the office brings too little pay to make incumbents leave more remunerative occupations and give the school work the time it demands. Such was the experience of Michigan, such was the experience of Wisconsin, and such has been the experience of nearly every State in which the system has been tried. Some of those reasons apply, though not with equal force to the county superintendency.

The success or failure of any enterprise depends in a great degree upon the supervision. This is true in business matters. It is also true in educational matters. From the report of our worthy State Superintendent for 1880, we find that 253,000 children, in over 6,000 schools, were taught by 9,300 teachers, at a cost of $1,600,000, in buildings and with apparatus worth $3,400,000. Whether the above money was well or ill spent, whether the above children were well or ill taught, depends much upon the quantity and quality of work done by the sixty-five county superintendents of our state.

Section 641, R. S., says: "It shall be the duty of every County Superintendent —

"1. To examine and license teachers in his district, and to annul certificates, as provided by law.

"2. To visit and examine each district, and all the schools in his district, at least once in each year, and as much oftener as may be necessary; to inquire into all matters relating to the management, course of study, mode of instruction, text-books, and discipline of such schools, and the condition of the school-houses, sites, and outbuildings and appendages, and of the district generally; to advise with and counsel the district boards in relation to the construction, warming and ventilation of school-houses, and the improving and adorning of the school grounds, and to recommend to school officers and teachers the proper studies, discipline and management of schools.

"7. To organize and conduct at least one institute for the instruction of teachers in each year, and to advise in all questions arising under the operation of the school laws in his district."

These are large powers, involving grave responsibilities. "To examine and license teachers," "to organize and conduct an institute for the instruction of teachers," implies superior education and ability; while course of study, mode of instruction, text-books and discipline of such schools," implies an intimate knowledge of all the details of school management. We are far from insinuating that there are not in our ranks, to-day, many high-minded, capable men and women, who fully comprehend their duties, and execute them with ability and integrity; but we are just as far from denying that there are many who can with all truth be denied this encomium.

The law requires a superintendent to examine applicants in algebra, natural philosophy, and geometry. Is it too much to ask that he himself be conversant with those branches? that he hold the highest certificate that the law allows him to grant to others? How can a superintendent examine a teacher in geometry, natural philosophy, or physiology when he himself knows nothing about those branches? *X*, to such a one is truly an unknown quantity, and must ever remain unknown, unless he adopts the expedient of Dean Swift's philosopher on the island of Brobdingnag. But if, by some such or similar expedient, he does succeed in marking the papers, and stamps upon a "First Grade" certificate the seal of his official authority, how much respect can an honest teacher have for such a certificate, with such a stamp? How much weight will it have with thinking men who have peeped behind the scenes, and know how the thing is done? Is it any wonder that the profession in many places has fallen into disrepute, when such are the dispensers of authority to to teach? That we have not exaggerated, we would call attention to the reports of our State Superintendents for the past six years. Hon. W. C. Whitford, in his report for 1880, says: "In some way the election of worthless superintendents should be prevented." In no other profession could such an absurd anomaly, as one man examining another in that of which he himself is ignorant, exist. In no other profession would it be tolerated.

Lawyers are examined for the bar by at least their peers, physicians for their diplomas by their superiors, but the poor teacher may be examined by any one whom political accident foists into power, regardless of education, experience, or previous condition of servitude. We have every faith in the strong, sober sense of the people, but with them, as with individuals this sober sense sometimes comes as an after-thought. Communities, like individuals, make mistakes, and it is the object of wise legislation to guard against mistakes. In Pennsylvania the County Superintendent must be a person of literary and scientific acquirements and of skill and experience in the art of teaching; the proof of this to be a collegiate or normal school diploma, or a certificate of qualification as a teacher from a State normal school, or from a County or City Superintendent, the latter issued at least a year before his election. He must, too, have had three years' successful experience in teaching prior to the date of his election. Several other States have similar requirements. As we have seen, Wisconsin gives large power to its County Superintendents. Would it be encroaching too much on the liberty of the citizen if our great State should also say to its people, you may elect a County Superintendent, but he must be a competent man? The captain of a vessel; the superintendent of a railway, the foreman of a factory, are each selected on account of his peculiar fitness and knowledge of his work. And this fitness and knowledge has almost invariably been acquired by a slow, laborious process, the work, it may be — of years, before the mast, as a section hand, or an apprentice. Business competition makes this necessary, and any private enterprise managed in any other way would soon go to the wall. And our public schools will never be what they ought to be until we bring to their aid the same thought and care now bestowed on private enterprise. In lands beyond our own the schools are so managed. There the Superintendent has been a teacher; he is selected because of his fitness for the place and his knowledge of his work, and not on account of his political influence or geographical situation. There competency is the test, and as long as a man does good work he is retained.

The office of County Superintendent is not a political office and to remove it as far as possible from politics, it would be better were

elections held in the spring and the term commence with the school year. This arrangement would offer greater inducements to teachers to seek the position. The term being coincident with the school year, no time would be lost in case of defeat at the polls. There would also be another advantage. As it is now, the first year, the Superintendent's work is somewhat fragmentary. The institute and fall examinations are conducted by his predecessor; he has thus lost one important opportunity of becoming acquainted with his teachers and determining what kind of work they can and ought to do. The term of office is likewise too short. No man in two years can outline and carry into effect any great and permanent improvement in the schools of a county, and were the law so amended that none but competent men could be elected, the people would not hesitate to intrust their schools to one man for four years. Then again, many Superintendents have more work than they can attend to. State Superintendent Whitford in his last report used these words: "No officer can properly control in a single year more than 75 schools, and examine and license their teachers. Yet in this State at least three fifths of the 65 County Superintendents have charge of more than that number. The law which now permits a county having over 15,000 inhabitants to be divided into two Superintendent districts, should be made compulsory, provided there are more than 125 schools in that county." Although the legal duties of the County Superintendent are onerous, the law limits his power in the performance of those duties. No doubt were competent men always secured the State would endow them with more executive authority. The position is an important one. Upon him more than any other one officer rests the success or failure of the schools of a county. And when we consider that four fifths of the children of our State receive in the district schools all the education they ever get; that these schools employ 9,300 teachers at an annual outlay of over one and a half million dollars, and that the selection of this great army of teachers and consequently the wise expenditure of this vast amount of money rests with the County Superintendents, we can readily recognize their responsibility and the importance of having good men in the work. The County Superintendent should be a man of thorough culture and broad and liberal views, understanding

not only the great problem of education but also the best means of adapting it to the wants and needs of his own particular locality.

One of his first duties is to examine and license teachers. An examination should hale at least two objects: (1) To test the applicant's knowledge and ability; (2) to shadow forth some educational policy. To prepare good examination questions — questions that shall call for not only the learning but the mental breadth of the applicant is no easy matter. An examination calling for facts and facts alone, is a poor examination. Almost any one not an idiot, can cram himself with enough facts to pass such an examination, but a mind loaded with facts and without thought, is not unlike a gun loaded with bullets and without powder. Thought is the powder that drives the facts to the mark. The teacher's mind should be keen and active; he should have learned how to generalize, classify, and assimilate his information; he must have grown above and beyond the narrow limits of some "dog-eared" textbook. "The stream cannot rise above its source." This is practically a law in morals and mind as well as in matter. The mental and moral caliber of any one person is determined to a great degree by the mental and moral caliber of the society around him. In like manner, the mental and moral caliber of a school is frequently determined by the mental and moral caliber of the teacher. Mind, to a certain extent, broods over and incubates mind. A teacher with mental vigor and that magnetic power which seems to rouse into life and bring all the energies of the child, who can keep the edges of its faculties keen and flashing and never allows them to become blunt and rusted, will teach a better school than the greatest walking encyclopædia that ever lived. But such teachers must be trained. Children are like flowers — no two alike, and it requires skill and training to discern this difference and develop the highest capabilities of each.

As the law now stands the County Superintendent is made the sole examining officer. This plan seems weak in throwing all the responsibility of deciding who shall or shall not teach, upon one man. In Kansas, New Jersey, and several other States, the County Superintendent is assisted by two competent examiners, appointed either by the County Board or some other central authority. This

divides the responsibility and insures greater respect for the work. In Canada, questions are prepared by provincial authority, and papers marked in obedience to instructions from the same.

The present law governing appeals, should be so amended as to allow rejected candidates to obtain the decision of the State Superintendent upon their papers without subjecting them to the expense of going to Madison for re-examination. The County Superintendent bases his decision upon those papers, and providing the questions are proper the State Superintendent can do the same. This plan would insure the redress of grievances and at the same time, protect the reputation of many honest and painstaking officers. To examine and license teachers is one of the most important duties devolving upon the County Superintendent, and anything which may tend to promote its efficiency and strengthen it in the respect of the people should not be neglected. Horace Mann said: "It is no trivial arbitrament to decide whether a school shall be a blessing or a nuisance, and therefore the question of a teacher's fitness is not to be guessed at, but solemnly pondered." A Superintendent can inflict no greater injury upon a community than by licensing an incompetent and worthless teacher.

The questions should, to a certain extent, grow out of the wants and needs of the schools of the county and inasmuch as these wants and needs are frequently an outgrowth of situation, soil, and environment, the questions will differ in different counties. Wisconsin has a great variety of soil, productions, and climate, as well as varied nationality. The questions adapted to Grant and Walworth might not meet the needs of the Lake Shore counties north of Milwaukee. True, mental dscipline is everywhere much the same, but our schools have not much time for lofty tumbling,—*if* they teach the boys and girls how to read, write, and cipher, accurately and well, it is about all that can be expected of them.

School visitation is one of the most arduous labors of a Superintendent, and in a large county occupies much of his time. When properly performed, it is productive of good; when improperly, worse than useless. It is a common idea that a person must remain in school at least a day to learn everything about it. If a Superintendent understands his business, he can tell in twenty minutes

whether the school is doing good work or not. The rest of his time is spent in devising remedies for observed defects. In my work, I keep memoranda of every school I visit, and, when I call again, refresh my memory by consulting its pages. In this way, I am not only able to tell better what a school is doing but also, better what it ought to do. I notice improvement in certain classes and lack of improvement in others, and on talking with the teachers find out the reasons. The teachers should understand that the Superintendent is their friend, and whatever questions he may ask or suggestions he may make, are prompted by the best of motives. We will admit that there are teachers who are very sensitive to criticism, who try to neutralize a bad point by calling attention to a good one, but teachers are but human, and what one of us would not do the same? We will also admit that there are others who will tacitly agree to everything you say, but always with the mental reservation: "Yes, that's all very fine, but that fellow won't be around here again this term, so I'm going to do just as I please." Fortunately or unfortunately the Superintendent does call again, and after a little sound advice, the teacher,—well, finally concludes that it's just as well to obey orders. Then again, fifteen minutes talk with the teacher at recess, noon, or after school is often productive of great good. The Superintendent has been in the school before; he knows its peculiarities,—schools differ as do individuals,—he has diagnosed the case, and can suggest remedies. Then again he often meets the clerk or other school officer. They "talk school," and this talk frequently strengthens the hands of the teacher.

SELECTED.

EDUCATION AS A BAR TO FRAUD.—We state nothing new in saying that such impostures as Howe's bank prove a wide-spread deficiency in mental cultivation. It has been urged that there is a gross want of instruction in our schools in the elementary principles of economics, a knowledge of which would serve as a protection in emergencies of this kind. Undoubtedly more of political economy in our common school education would be useful, but it must be remembered that our swindlers are by no means limited to

the financial sort, while the public mind is probably more alert in this direction than in any other. To rectify the evil by the application of special knowledge would require scores of new subjects to be introduced into our public school curriculum. Besides, had political economy been taught in the New England schools as other things are there taught, we are not sure that it would have made much difference with the chances of Mrs. Howe's banking adventure. The difficulty was not so much a lack of knowledge on this particular subject as a lack of that mental preparation which would qualify for meeting the whole class of impositions of which the Ladies' Deposit was but a single example.

The Boston women were undoubtedly cheated through their credulity, and this state of mind was palpably exemplified by a thousand of them. But the same state of mind is exhibited by many other thousands of both men and women all over the country; and it is this which has to be met by education before any efficient protection can be gained against its mischievous results. Credulity is easy belief, and the correction of it is, of course, hardness of belief. The credulous person is careless of evidence, and is, therefore, readily duped; the only remedy for this is doubt, distrust, an appreciation of the importance of evidence, and a trained capacity to judge of it. It is necessary that this state of suspicion and questioning become a habit of the mind, and the sifting of evidence in practical affairs a distinct branch of mental cultivation. To escape the evil effects of credulity it is needful that disbelief, as an attitude of mind, be encouraged as a virtue. The resistance to evidence must be active and vigorous until it is proved to be not spurious and illusive, but sound and valid. Our current culture is here profoundly at fault. Literary education, as such, does not favor this habit of mind; scientific education properly pursued leads to it necessarily. Literature flourished in its highest forms in the ages of credulity, while modern science only arose with the growth of the spirit of doubt. Training in the methods of scientific study seems, therefore, to us, the only adequate remedy for that laxity of thinking and dull credulity of the popular mind in which wide-spread deceptions and impostures have their origin.—PROF. E. L. YOUMANS, *in Popular Science Monthly for September.*

CHAUTAUQUA.

By Prof. A. Salisbury.

What *is* Chautauqua, any how? Well, it will take some space to answer that. The outward Chautauqua is a city camp, or forest-city, on the banks of this beautiful lake; but the real "Chautauqua" is something more. To begin with, it is *not* a camp meeting, as so many suppose. It has displaced a camp meeting, which used formerly to be held annually on this site, Fair Point. It is, rather, a great *summer university*, whose several departments I will attempt to describe, briefly:

First in order is the great Chautauqua Sunday-School Assembly, comprising its Normal Class, Primary Class, and Intermediate Class, each with a definite course of instruction, closed by examinations. Those persons, and they are many, who have passed the examinations of the Normal Class in any year, are known as Alumni.

This Assembly lasts for three weeks, commencing about August 1st. In connection with the daily work of the three classes, are explanatory lectures upon the Park of Palestine, the model of Jerusalem, and of the Jewish Tabernacle, alluded to in my former letter. There is thus a grand system of object-lessons in Biblical geography and history. Evening and afternoon lectures on art, science, literature, and religion, have been a feature of the Assembly ever since its organization in 1874.

Next, came the famous C. L. S. C., which is, being translated, the "Chautauqua Literary and Scientific Circle,"— a great reading club with members and "local circles" in all parts of the union,— all pursuing a specified course of reading four years in length. This began in the summer of 1878, hence the first "class" will "graduate" next summer, the class of '82. There is also a post-graduate course. Perhaps a thousand of the members of this Circle are now in attendance here; but the great majority have never seen the place, Chautauqua, though a part of the thing, "Chautauqua."

Third, I name the "Chautauqua School of Languages," which opened in July for a term of six weeks, with able instructors in Latin, Greek, Hebrew, German, French, Anglo Saxon, and Pho-

nography. Closely related to this is the "Teachers' Retreat," a sort of normal class, with a faculty headed by Prof. J. W. Dickenson, of Massachusetts. Its sessions occupied the last two weeks in July.

Other features of the educational outfit are as follows: Prof. J. W. Churchill, the accomplished instructor in elocution at Andover Theological Seminary, has two classes in the art — one a minister's class, the other general. Frank Beard has classes in drawing. Madam Kraus-Bœlte of New York has a Kindergarten in actual operation, though under rather unfavorable circumstances. Edward A. Spring, the sculptor, gives lessons to teachers and to children in clay-modeling. Miss Amelia B. Myers of Oswego has a childrens' class in gymnastics. Prof. Theo. F. Seward teaches the new system in music known as Tonic Sol Fa. Last but not least, is the "Musical College," in which a large chorus receives daily drill, free of charge, from Prof. W. F. Sherwin. This chorus gives occasional concerts of a high order, and officiates as the choir for numberless public occasions. Students in all these classes seem enthusiastic, and good work has undoubtedly been done.

A new venture, just initiated, is the "Chautauqua School of Theology," of which Prof. L. T. Townsend of Boston University, author of "Credo," is "Dean." It combines the methods of the summer school and the reading circle.

Closely connected with the school of Theology, but useful also in a general way, is the Museum or Department of Archæology. A fine permanent building is already provided, and the filling of it with appropriate material has already begun. Full-size casts of the winged bulls and important inscriptions of Nineveh attract general attention.

The Annual Missionary Conference, whose sessions occupy one week in each year, is quite largely attended; but a bare mention of it must suffice. This week will witness the inauguration of still another "wrinkle," the C. Y. F. R. U., or Young Folks' Reading Union, a sort of Primary Department to the C. L. S. C. It bids fair to be very popular.

Many things here hardly admit of classification except under the general head of "attractions." Of such are the instrumental soloists Vitale, Max Liebling, etc.; and the Fisk Jubilee Singers, in

my judgment the most remarkable body of singers the world has ever seen. Probably John B. Gough and some other speakers should be named in this connection, also.

Let me give a hasty sketch of a Chautauqua day — and night. At six A. M., you are awakened by the great peal of bells, and the next moment your ears are assailed by the ubiquitous newsboys with their cry of "'Sembly Herald! Morning Paper! Program of to-day and to-morrow!" Breakfast at seven. At eight, the "early lecture" in the Hall of Philosophy. These morning lectures are of a solid character, the audiences being small and select. I say small, which means that they number only from five hundred to one thousand. This hour has been occupied by such men as Dr. Philip Schaff, and Dr. Wm. H. Ward, editor of the N. Y. Independent, who gave a course of three lectures on Assyrian Archæology. At nine A. M., come the various Biblical classes of the Assembly; at ten, classes of the School of Languages, Elocution, etc.; at eleven, the Kindergarten, art class, and the mid-day lecture or concert in the Amphitheater.

In the afternoon, 1:45, is Devotional Hour; at 2:30, the afternoon lecture; at 4, "specialties," as recitations, explanatory lectures on the models, etc.; and at 8, the evening lecture or concert — this hour being occupied most of the time since I have been here by an excellent course of stereopticon lectures on "Art in History," by Prof, J. L. Corning.

A full day's work — too full — but nobody attempts to do the whole of it. The half is quite enough. I have been here twelve days, and have listened to lectures and addresses by Prof. Corning, Dr. Ward, Dr. Schaff, Dr. Vincent, Judge Tourgee, Jno. B. Gough, Dr. Townsend, Gen. O. O. Howard, Nathan Sheppard, Schuyler Colfax, Edward Everett Hale, and several others, from one to seven lectures each. Add to this, sermons, concerts (very fine ones), recitations two hours a day, boating, bathing, etc., and you have some idea of life in Chautauqua.

And here let me stop to say that the best lecture that I have heard, in point of delivery and general skill of presentation, was one on "Sunday Laws, Past and Present," by Rev. A. Herbert Lewis, a graduate of Milton Academy in its early days.

Frank Beard is an indispensable part of Chautauqua — to the

children, about the largest part. His droll stories at "Children's Hour," and droller blackboard sketches illustrative thereof, are a source of unfailing interest; and occasionally he takes an evening and convulses the elders with his political caricatures, etc.

I will attempt to describe one evening of last week: From eight till nine, Prof. Churchill entertained the assembled thousands by his readings of "Dr. Marigold" and "Sam. Lawson;" and then all rushed to the shore to see the "illuminated fleet."

Imagine, if you can, a half-dozen large steamboats and a dozen smaller ones, festooned from top to bottom, and from end to end, with colored lights and Chinese lanterns — hundreds of them, thousands — and these boats all in motion, describing circles about a common center.

Add to these a hundred, or so, of row-boats, all decked from stem to stern with parti-colored lanterns. From the upper decks of the larger steamers, rockets of various kinds were constantly firing; and Roman candles from the small boats. The whole display, an hour or two in length, closed with a grand volcanic out-burst of rainbow-colored combustibles, making altogether such a display as my rustic eyes never before beheld. And then came the pealing of bells, sending every one away to sleep the sleep of Chautauqua. And such sleep! I have not slept so soundly for months as here.

I should like to say something about Dr. J. H. Vincent, the inventor, organizer, and general engineer of this great institution, but space forbids. "Long live Dr. Vincent," say all who have seen him and his work.

The Assembly will close on the 22d inst. Then the population of the summer-city will quickly disperse. The great Amphitheater, filled three times a day for the last three weeks, with audiences of from four to six and even seven thousand people, will stand silent and empty till another summer brings its crowds to this new nerve-center of American life.

CHAUTAUQUA, N. Y., Aug. 16, 1881.

— *Whitewater Register.*

THOUGHTFULNESS for others, generosity, modesty and self-respect are qualities which make a real gentleman or lady, as distinguished from the veneered article which commonly goes by that name.

SUIT OF "CAN" VERSUS "NOT."

PETITION.

CAN, *Plaintiff*, *vs.* NOT, *Defendant.*

PETITION IN EQUITY.

The parties, plaintiff and defendant in this action, by mutual consent, would most respectfully represent to the Honorable Judge of the Court that they have been, and still are, illegally and unjustly joined together in the bonds of matrimony, brought about and accomplished, against the rights of said parties, by divers and sundry authors, editors, printers, and their emissaries; and that both of said parties, by undue force, from time immemorial, have been unjustly forced to maintain this union contrary to the laws both of God and of man; and, also, that they have been forced unjustly to live together, as husband and wife, under the monstrous and preternatural name of "Cannot."

Wherefore they would most humbly and earnestly beg and entreat the Honorable Judge, after hearing the proofs herein, to grant them a separation *de vinculis matrimonii*, and to issue an eternal injunction against all authors, editors, printers, and their emissaries, perpetually and eternally restraining them from consummating, or attempting to consummate, such a fraud upon the rights of these parties, and to restore their former name, rights, and privileges to each of said parties, and to grant them all other proper relief.

CAN, *Plaintiff.*
NOT, *Defendant.*

PROOF.

The deposition of Joseph E. Worcester, taken to be read as evidence in the above styled cause, the deponent being of lawful age, and first duly sworn, deposes and says: I am ninety-six years old; am a lexicographer by profession; have known both parties to this action all my life; know them to be two separate and distinct individuals, and mentally and physically incapacitated to maintain such a union as I know has been unjustly forced upon them by divers and sundry authors, editors, printers, and their emissaries, and further saith not.

Also, the deposition of Noah Webster, taken at the same time and place, and for the purpose mentioned in the caption. Deponent being of lawful age, and first duly sworn, deposes and says: I am the author of Webster's *Unabridged Dictionary;* have known the parties to this cause, *Can* and *Not*, for a number of years; know them to be separate and distinct, and etymologically unfit to sustain the relationship that has been unjustly forced upon them under the name of "Cannot."

ARGMUENT.

I. The court will perceive that, according to the deposition of two worthy witnesses, taken as evidence herein, that the plaintiff and defendant are two separate and distinct individuals, totally unfit to perform the office of husband and wife, and that such relationship has been forced upon them for time immemorial.

II. Such a union is contrary to the genius of our language. This word "Cannot is a hybrid, a monstrosity. *Can*, in its general acceptation, means *ability;* and, in being translated into other languages, must almost invariably be rendered by a word expressing *ability*. Cannot, in Latin, must be rendered by *non* and *possum;* in Greek, by *ουκ δυνχηχα*; in French, by *pouvoir*, with the double adverb *ne* and *pas*. So you see in all these languages, instead of the adverb being swallowed up by the verb, as in English, that each one is separate and distinct; and, in the French especially, instead of having them all boiled down and reduced to one, as we do, they give so much prominence to their adverb *not* as to require it to be rendered by two words, *ne* and *pas*. Take, for illustration, this sentence, "He cannot read." We say, when we go to parse it, that *can* is a part of the verb *read*, and must be parsed in conjunction with it; that *not* is an adverb, and modifies *can read*. Thus we see that what is intended to be one word, *cannot*, must be violently torn asunder before we can parse it at all. Perhaps some one will be ready to say that it moves on smoothly, and is all right, as the mule would under force and the fear of his master's lash. But let us reverse the order of things, and view it awhile under a different light.

Take this affirmative sentence, "He cannot read," change it to an interrogative one, and it will read, "Can he not read?" What

a change do we here see! If *can* and *not* are truly one word, then we see that this sentence when expressed *actively* requires only *three* words, and when *interrogatively*, must be rendered by *four*. When changed it is like the mule, when the persuasive eloquence of his master's lash is removed, he kicks completely out of harness. Thus we see that *can* and *not*, under the galling yoke of oppression, have for ages gone on together *affirmatively;* but let the order be changed, let them be put *interrogatively*, and they rise in open rebellion against such a union. But what do these things show? If it be true that "what God has joined, let not man put asunder," the converse must also be true that what God and the genius of our language have put asunder, let not man join together.

DECREE.

This cause coming on to be heard on the petition, proof, and argument of counsel, and the court, being advised, is of the opinion that plaintiff and defendant are each entitled to the relief sought for.

Wherefore it is ordered and decreed that the bonds of matrimony heretofore existing between the plaintiff and defendant herein, be set aside and annulled, and that a separation *de vinculis matrimonii* be granted; that each be restored to his former name; and that the injunction be made perpetual, against all authors, editors, printers, and their emissaries enjoining and restraining them from consummating, or attempting to consummate, in the future, so gross a fraud upon the rights of the parties to this suit.

(Signed) JUDEX JUSTUS, Judge.

— *The Teacher.*

OVEREDUCATING THE MASSES.— There is no charge more frequently reiterated than that the common school tends to "overeducate the masses." So respectable an authority as Dr. J. G. Holland, even, has lent the weight of his authority to this view. Now, what are the facts?

Our opportunities in San Francisco for testing the assertion, for forming a correct judgment, are exceptionally favorable. A genial climate, cheap food, a liberal-hearted, open-handed people, all

tempt to idle boyhood and shiftless manhood. So our California boys have added the word "hoodlum" to the English tongue.

But who are these frequenters of street-corners? these wharf-rats? these loungers at theater-fronts, or standing advertisements for free lunch saloons?

We have investigated the subject, and ascertained who they are not. We find no graduates of our high schools among them; no university or college students are there; but few boys who have completed the course of study of the grammar schools have been discovered. Thousands of idle boys? Of course there are. Scores of them seek constantly for employment. But our high-school boys, our university graduates and undergraduates get it. We find them in the stores and factories, at the desk and behind the counter, running errands and sweeping offices, doing honest work in every department of labor. No, not every department. We do not find them working on streets and highways; they do not build railroads, nor dig away sand-hills; and we are glad of it. Not that such labor is as ennobling as any other; but let the steam-paddy do the work of the machine, and let our boys do the work which calls into active exercise some brain as well as some muscle.

Who, then, are the idle boys?

They are those who do *not* go to the public schools. They are those who have outgrown parental control, even from early infancy. They are sent to school, but go when they please. They get "tired of school," and leave in the fifth grade; i. e., before the grammar school is ever reached. In fact, they form the class that never fully, or in any considerable degree, comes within public-school influence and under its peculiar training.

If our many theorists will study this subject at first-hand, they will learn, not that the schools overeducate the masses, but merely another confirmation of the old adage, that "A *little* learning is a dangerous thing."—*Pacific School Journal.*

A Boundary Line of the United States.—The northern boundary line of this country is marked by stone cairns, iron pillars, wood pillars, earth mounds, and timber posts. A stone cairn is seven and a half feet by eight feet, an earth mound seven feet by

fourteen feet, an iron pillar seven feet high, eight inches square at the bottom and four inches at the top, timber posts five feet high and eight inches square. There are three hundred and eighty-five of these marks between the Lake of the Woods and the base of the Rocky Mountains. That portion of the boundary which lies east and west of the Red River Valley is marked by cast-iron pillars at even mile intervals. The British place one every two miles, and the United States one between each British post. Our pillars or markers were made at Detroit, Michigan. They are hollow iron castings, three-eighths of an inch in thickness, in the form of a truncated pyramid, eight feet high, eight inches square at the bottom and four at the top, as before stated. They have at the top a solid pyramidal cap, and at the bottom an octagon flange one inch in thickness. Upon the opposite faces are cast, in letters two inches high, the inscriptions: "Convention of London," and "October 20th, 1818." The inscriptions begin about four feet six inches above the base, and read upwards. The interiors of the hollow posts are filled with well-seasoned cedar posts, sawed to fit, and securely spiked through spike-holes cast in the pillars for that purpose. The average weight of each pillar when completed is eighty-five pounds. The pillars are all set four feet in the ground, with their inscription faces to the north and south, and the earth is well settled and stamped about them. For the wooden posts well-seasoned logs are selected, and the portion above the ground painted red, to prevent swelling and shrinking. These posts do very well, but the Indians cut them down for fuel, and nothing but iron will last very long. Where the line crosses lakes, mountains of stone have been built, the bases being in some places eighteen feet under water, and the tops projecting eight feet above the lake's surface at high-water mark. In forests, the line is marked by felling the timber a rod wide, and clearing away the underbrush. The work of cutting through the timbered swamps was very great, but it has been well done, and the boundary distinctly marked by the commissioners the whole distance from Michigan to Alaska.—*The Teacher.*

LEISURE is sweet to those who have earned it, but burdensome to those who get it for nothing.

DIPLOMAS IN PRIMARY SCHOOLS.—Mr. Alexander L. Wade, of West Virginia, has written a striking book, entitled "A Graduating System for Country Schools." It is on the line where so many thoughtful men are now working, namely, the improvement of country schools by organization. Town and city schools are easily organized and improved. But how to improve country schools is the hardest of all the educational problems. It is, however, generally agreed that the first step to be taken is the formation of the primary studies into a curriculum on which the pupils must be graded. Mr. Wade assumes this as a prerequisite to the introduction of his system of graduation, which is nothing more than the application of the diploma system to primary schools. The common branches are taken as a course of study, and all the plans and appliances of higher schools—annual examinations of graduating classes, granting diplomas, forming alumni associations, and publishing catalogues—are applied to country schools. In a word, the appliances used to stimulate and liberalize the minds of more advanced students are brought to bear on the primary school children. By this scheme the duties of the teacher are made more multifarious. He is to organize societies and libraries, promote the circulation of educational journals among the children, and bring in public sentiment as a stimulus to study.

Mr. Wade's plan is not to assume that every pupil will be a candidate for the diploma, but to invite applications from the children and enroll the names a year or more in advance of such as apply for the privilege of studying for the honor. This voluntary entrance upon the course, with a view to graduation, is believed by Mr. Wade to be an important means of securing intelligent devotion to study. The final examination is made imposing, and the result in each case determined by a committee. The exercises are concluded by the announcement and delivery of diplomas signed by the teacher, the superintendent of schools, and the president of the School Board.

The author claims that this system was originated by himself in Monongalia county, W. Va., and that the first class was graduated in 1876, and after four years' trial the best authorities declared the system to be a perfect success. Three fourths of Mr. Wade's book is taken up with miscellaneous school matters.

So far as Mr. Wade's system embodies the requisite of a curriculum, we endorse it strongly. In fact, as often said heretofore, we consider this as the first and the indispensable step in the improvement of our country schools. We cannot agree, however, with the feature which allows an option with the child to pursue the course or not. Every child should be required to take the course regularly. And we are not sure as to the propriety of the machinery for giving publicity to the school work as a mental stimulus. The bestowment of a diploma — which is nothing more than an official testimonial — is probably a good feature. Whether so much *eclat* should be given to the final examination may be a matter of question. But whilst there may be some doubt respecting details, Mr. Wade's general scheme is worthy of commendation and adoption. Let Virginia teachers and school officers make this whole subject of grading country schools *the specialty for next year.—Educational Journal of Virginia.*

THE STATURE OF DIFFERENT RACES OF MEN. — In comparing races as to their stature, we concern ourselves not with the tallest or shortest men of each tribe, but with the ordinary or average-sized men who may be taken as fair representatives of their whole tribe. The difference of general stature is well shown where a tall and a short people come together in one district. Thus, in Australia the average English colonist of five feet eight inches looks clear over the heads of the five feet four inches Chinese laborers. Still more in Sweden does the Swede of five feet seven inches tower over the stunted Lapps, whose average measure is not much over five feet. Among the tallest of mankind are the Patagonians, who seemed a race of giants to the Europeans who first watched them striding along their cliffs draped in their skin cloaks; it was even declared that the heads of Magalhaen's men hardly reached the waist of the first Patagonian they met. Modern travelers find, on measuring them, that they really often reach six feet four inches, their mean height being about five feet eleven inches — three or four inches taller than average Englishmen. The shortest of mankind are the Bushmen and related tribes in South Africa, with an average height not far exceeding four feet six inches. A fair con-

trast between the tallest and shortest races of mankind may be seen in Fig. 1, where a Patagonian is drawn side by side with a Bushman, whose head only reaches to his breast. Thus, the tallest race of man is less than one-fourth higher than the shortest, a fact which seems surprising to those not used to measurements. In general, the stature of the women of any race may be taken as about one-sixteenth less than that of the men. Thus, in England a man of five feet eight inches and a woman of five feet four inches look an ordinary well-matched couple.—E. B. TYLOR, *in Popular Science Monthly for July.*

NEWSPAPER ENGLISH.

What the editors write in haste, let the boys and girls correct at their leisure:

A LITERARY treat is upon us. Mr. John Fiske, of the university of Harvard, will soon begin on a course of six lectures in this city.

SENATOR CARPENTER, who has been reported quite sick in Washington is rapidly improving and is now out of danger, at which his friends rejoice, he will be wanted in the next Congress.

EX-GOV. C. C. WASHBURN has been laying very seriously ill at La Crosse.

IT leads to over-drinking and to expenses which most men can illy afford without doing an injustiee to their families.

POTATOES are rather scarce and the prices are of an upward tendency.

MAY his memory ever be green in the recollections of Wisconsin men.

ASKING that he be furnished the name, age, heighth, sitting heighth, etc., of children attending our public schools.

KATE KANE, Esq., the famous lady lawyer, of Milwaukee, is likely to fail in her bill for a female deputy sheriff for Milwaukee county through the legislature.

HIS many friends here are glad to see him at home again, where he can hope for a little needed rest after the exhaustive labors of the winter.

WE are requested to notify a meeting to be held at the Town Hall, Thursday evening, at half past seven o'clock, to consider the matter of celebrating the coming Fourth of July.

THERE is no genuine Republican but what deeply regrets the present rupture between the New York senator and the administration.

THE most diabolical attempt to burn the most valuable portion of the town that, was ever attempted.

BUT, meeting several friends in the saloon, he is liable to take aboard ballast enough to make him top-heavy.

MAY he be able to come to Wisconsin even if deferred business duties shall keep him away.

UNIFORMITY IN EDUCATION.— But uniformity is objected to by Mr. Herbert, as an evil in the English system; and, if so, it would be the same in any other country. Such a system, he believes, is not sufficiently elastic, and does not yield readily enough to improved methods of instruction. Teachers and pupils and trustees go alike into the groove of established routine, and there remain, to the injury of the mental growth of all, and thus become a positive hinderance to progress. "Changes," he says, if ever made by great exertions, "would be only spasmodic; they would not be the natural outcome of the system, and therefore could not last."

It can be replied to this objection, that *uniformity* is but the precursor of variety, and without intelligent uniformity there can be no sure foundation for progress. We, indeed, expect the greatest variety from the most perfect uniformity and regularity in the system we are investigating. Were there no laws of uniform operation in nature, we should have no foundation for science, physical or psychological; and the most perfect uniformity is yet so prolific in variety that the fields of human investigation are infinite.

But we have only space for one practical illustration of this principle of uniformity. We have, in America, a system of schools, either permitted by license from the state, or required by state enactments, which is quite as uniform a system as exists in England, and perhaps far more so. And the uniformity of the American system of graded free schools, for the forty years of their

operation, has not as yet presented any of the special or general evils so much feared by the honorable gentleman, and which to him seem so threatening in the schools of England. In several of our American cities the system has matured, during a period of some thirty odd years, from the kindergarten to the university. These schools have produced whatever results the organism of the graded system is calculated to accomplish. The pupils have passed from the lowest grade, in regular order, in large classes, under similar programmes, in a uniform course, supervised by boards of trustees, and taught by instructors rising in literary attainments from grade to grade through the entire series. When the higher grades are reached, the pupils take more and more *optional* studies, and less and less *required*. And, as the curriculum widens toward the end of the course, the linguistic and scientific studies yield more and more to the inclination of the parent or the pupil, until the post-graduates of the high school, as well as of the university, severally fall into chosen specialties, as their tastes and preparation may dictate. The result is all that could be desired.—*From "State Education: A Necessity," by* CHARLES S. BRYANT, *in Popular Science Monthly for September.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

Q. A treasurer of a district was appointed and filed his bond approved by the clerk only. The director refused to approve the bond, but would give no reason beyond the one that he did not want the appointed man to have the office. What is the remedy?

A. A *mandamus* to compel him to approve the bond or show cause for not doing it. It is his duty to approve the bond according to the statute (see sec. 443, R. S.), but if he shall deem the sureties insufficient, he would probably be justified in refusing, since the same section empowers himself and the clerk to demand an additional bond whenever they deem the first insufficient. No officer has a right to delay or embarrass the public business because of a personal prejudice or pique.

Q. A clerk and treasurer made and signed a contract with a

teacher after the treasurer had been appointed, and before he had filed a properly approved bond, and also before the ten days had expired within which he was required by law to file such a bond. Was the contract binding?

A. No. A treasurer is not an officer of the district until his properly approved bond is filed. The election or appointment is only a part of the necessary processes by which he becomes an officer, and the statute must be complied with in every part. Where the statute is explicit upon any matter, there is no correct way but to obey to the very letter.

Q. A district voted at the annual meeting to admit foreign pupils free of tuition. Was it legal?

A. No. The statute authorizes the district to empower the board to admit such pupils, "and to fix a fee for tuition," (see sec. 430, R. S., subdivision 12), which does not enable the district to admit them free. Of course the district may make the fee merely nominal; but if they act at all upon the matter, the only thing they can do is "to fix a fee," which in the very nature of the case must be something "per term, quarter, or year," and not nothing.

Q. When the chairman of a school meeting refuses to put a motion, what is the remedy?

A. If the motion receives a second, and is made and seconded as a serious matter, the chairman has no choice in the case; and if he refuses persistently he may be deposed by the meeting, and another man put in his place by a seconded motion to that effect, put by the maker of the same, or indeed put by any voter present.

Q. A minor son "bought his time of his father." Is he a resident of any district in which he happens to be employed, and therefore entitled to free tuition in the public school?

A. No. The father and son can make no bargain by which the father can be absolved from his obligation to support the son while under age, if he comes to want. This would fix the residence of the son with father, since the residence of any minor is with the person who is held in law responsible for his support.

Q. A district voted that "Higher Arithmetic" should not be taught in the school. Was the action legal?

A. No. The statute does not give the district control of that matter. Sec. 447, R. S., provides, that "arithmetic" among other

things shall be taught in the common schools, but does not discriminate as to kinds. Sec. 440, R. S., provides that board under advice from the State Superintendent shall determine "what school and text-books shall be used in the several branches" taught in the school, and that would seem to confer the power to determine whether "Higher" or only "Practical" Arithmetic should be taught.

Q. Can the district or board admit pupils to the schools who are under four years of age?

A. The constitution fixes the school age of children, and the statute empowers the district to authorize the board to admit pupils over twenty years of age, and says nothing about children under four years of age. It must be held that the admission of such children to the privilege of a school is without warrant of law.

Q. "Can a county superintendent grant a certificate to a former holder of his certificate regularly granted without *re-examination*?"

A. No. The holder of a certificate must become an "applicant for a certificate" in the same sense as any other person, and the statute makes no exception in his favor, and makes no provision for the granting of certificates except upon examination. That there are sound reasons for the granting of such authority to the county superintendent has nothing to do with the law as it stands. The power to demand a re-examination is held to refer to cases of delinquency or deficiency, the part of a teacher which may come to light during the life of his already granted certificate, whether granted by the then superintendent or his predecessor, and not to an examination for a new certificate which is regarded as an independent and entirely new matter. A re-examination in the meaning of the statute is held to refer to the question of whether a certificate already granted shall continue in force and not to the question of issuing a new certificate. The renewing of a certificate is an act unknown to the law as it now stands.

Q. "If the clerk is absent at the time of the annual meeting, can the district legally accept of the newly elected treasurer's bond by vote at the meeting?"

A. No. Such action would be of no account except as an expression of opinion which might or might not influence the action of the clerk and director, who are made by law the proper and sole parties to approve the bond.

HISTORICAL DEPARTMENT.

THE MONTH AT HOME.

After eighty days of anxious watching and deepest sympathy on the part of the whole American people, their honored President, James A. Garfield, was called from earth on the evening of Sept. 19, the eighteenth anniversary of the battle of Chickamauga, where he won his stars as Major General.

It is safe to say that no event of the century has had so powerful and general an effect upon the hearts of the nation, subduing them to one common thought and feeling.

The *post-mortem* examination by the surgeons reveals the fact that the wound was a mortal one from the first. The sufferings of the murdered man must have been intense; but the prolongation of his life through so many weeks is evidently a great blessing to the nation in many ways.

Funeral ceremonies were held in a modest way at Elberon, and publicly, with the most imposing marks of respect, at Washington and at Cleveland, where the body was interred in Lake View Cemetery, Sep. 26.

The strongest expressions of sympathy have been manifested by all European governments, but most notably by the Queen of England, who wrote a personal letter to Mrs. Garfield and requested the British minister to place in her name a chaplet of flowers on the coffin. In the English cities, flags were hung at half-mast and bells were tolled. The English court wore mourning eight days, also the Belgian and Spanish courts; and the Portugese, four days.

The fund raised by private citizens to be presented to Mrs. Garfield and family, has now reached about $350,000.

Immediately after the death of Pres. Garfield, Pres. Arthur took the oath of office at his home in New York, and later also at Washington. His inaugural address was brief, and promised to carry out the principles of his predecessor.

One of his first acts was the calling of an extra session of the Senate for October 10, on which day that body convened and elected Senator Bayard of Delaware as President *pro tempore* of the Senate. On the 13th inst., Senator David Davis, of Illinois, was elected the President of the Senate in the place of Senator Bayard. This change was effected after the three Senators from New York and Rhode Island, chosen to fill vacancies, had taken their seats in that body.

The New York State Republican convention resulted in a complete victory for the "half-breeds," or anti-Conkling wing of the party.

The public debt was reduced over $17,000,000 during September, making the total reduction since July nearly $42,000,000.

Great preparations are being made for the centennial celebration of the battle of Yorktown. Representatives will be present from many of the most distinguished families of France.

The sufferers by the forest fires in Michigan are still in great distress through want and sickness. Over 200 persons perished, and it is estimated that 15,000 are destitute and suffering.

THE MONTH ABROAD.

The chief subject of interest in foreign affairs is the French troubles in Tunis and Algeria. The French army in Tunis has had many skirmishes, some quite severe, with the Arabs, who have concentrated at Kairnan, or Cairvan, the religious capital of the African Mussulmans. Gen. Correard's advance upon this city has led him into a region where water is scarce, and the attacks of the enemy are very annoying. The French force in Africa is being greatly increased, and the heavy expense of the war is becoming a source of uneasiness among the French people.

On the 9th of September, the Egyptian army in Cairo rose in open mutiny against the government, and surrounded the palace of the Khedive. The Khedive acceded to their various demands, and appointed Cherif Pasha, a favorite of the army, as head of his new council.

Ireland remains still in a highly disturbed condition, and the Scotch farmers are asking for land-reform.

Kalakaua, king of the Sandwich Islands, has been making a tour of Europe and the United States. His mission is announced as being a quest after new subjects, immigrants to take the place of the native race which is rapidly decreasing in numbers.

The French Legislature will meet Oct. 28. It is thought that a change in the Ministry will immediately follow, and that Gambetta will be called upon to form a Cabinet.

The Wesleyan Ecumenical Council has just concluded its sessions at London.

NORTHERN AFRICA.

The recent operations of the French in Tunis and the consequent jealousy of Italy and other European nations, have suddenly made Northern Africa the center of observation for all who are interested in European politics. The "Eastern Question" has given place to the African question.

It may not be amiss, therefore, to present a few facts concerning this little known region.

The country lying to the west of Egypt between the Mediterranean and the Great Desert, comprises, as any geographical pupil knows, the four countries of Morocco, Algeria, Tunis, and Tripoli. Morocco, or Marocco, lies opposite Spain and is of nearly as great territorial extent. It is ruled despotically by a Sultan, though two-thirds of the population are in tribes whose chiefs defy his power.

Eastward from Marocco, and opposite France, is Algeria, a country about twice the size of Wisconsin. This coincides quite closely with the ancient kingdom of Numida. It had been, for some time, under the rule of the Turks previous to the French conquest, and was chiefly notable for the piracy carried on by its people.

France seized the country in 1830, but had almost immediately to contend with a desperate revolt led by the indomitable Abd-el-Kader, who for seventeen years continued vigorously to oppose and thwart the succession of French generals sent against him.

Though he was finally captured and banished in 1848, revolts followed each other in rapid succession until 1871, when a civil government succeeded the military rule before prevailing. Ten years of tranquility followed; but now another revolt is headed by Bon Amema, an Arab chief, in the Algerian Sahara.

To the east of Algeria and opposite Italy, is Tunis, the old kingdom of Carthage. This is the smallest of the Barbary States, being not larger than the State of Indiana. Its capital city, Tunis, thirteen miles from the site of ancient Carthage, is, next to Alexandria, the most important seaport on the African coast of the Mediterranean. Its population is about that of Milwaukee. Of late, Tunis has been a sort of semi-independent state, Turkey holding a nominal protectorate over it; but a few months since, France found a pretext for seizing control over the country and its feeble Bey.

Italy had long had an eye on Tunis, her desire for it being strengthened by the sentimental consideration that, as the continuation of Carthage, it is naturally a Roman possession. France wanted it as a field for recovering something of the military prestige and foreign influence which she had lost in the war with Prussia. Germany readily consented to the French movement as a means of occupying the national mind and turning it away from its revengeful brooding over the loss of Alsace and Lorraine.

Of the mistake that France seems to have made and the seriousness of the situation, we have spoken elsewhere.

Between Tunis and Egypt, is Tripoli, which with Barca and Fezzan, is the largest of the Barbary States, as also the least fertile and populous. It is a dependency of the Turkish empire; but should France succeed in firmly establishing her authority over Tunis, some other nation will soon be ready to deal in like manner with Tripoli.

The great hinderance to this so-called colonization by the European powers, is the active religious spirit of the Mohammedan population, who look upon the whole movement as a crusade against their faith. They are thoroughly aroused by such a danger; and it is reported that the Arabs and other Mohammedans think of establishing a new Caliphate, as a means of throwing off the religious headships of the inefficient Turkish sultans.

The population of Barbary is composed of several distinct races, viz.:

1. The Kabyles, or Berbers, who are descended from the aboriginal inhabit-

ants of the country; 2. The Arabs, a large majority of whom are nomadic, or Bedouins; 3. The Moors, a mixed race, but, like the Arabs, zealous Mohammedans; 4. The Jews, found in or near the towns; 5. The Turks, who are not very numerous though once the dominant race and still so in Tripoli; 6. The Koulougis, or half-breed Turks; 7. The negroes, originally brought in as slaves; and 8. The Mozabites, another African race.

The surface of the country consists of two principal divisions, the Tell and the Sahara. The Tell is the half lying next to the Mediterranean, the grain-raising country, and contains several parallel ranges of mountains rising higher as they recede from the sea and thus forming a succession of terraces. The Sahara is not, as might be supposed, a desert, but is the region of grass and fruits, the grazing and date-producing region, and so the home of the wild nomadic tribes.

EDITORIAL.

An era of good feeling in educational matters has been reached by the leading political parties of the State. The nomination of Prof. Robert Graham for State Superintendent by the Republican Convention was speedily seconded by the Democratic and Prohibition. This is a rare honor paid to a capable and useful teacher, whose labors in our public and Normal Schools and in our teachers' institutes are so well and favorably known. He will bring to the office a wide and accurate acquaintance with our educational operations, and a mind carefully trained and thoroughly interested in the work which will devolve upon him.

This action of the parties is the culmination of a movement, which has been in progress for many years, to disconnect, as far as possible, the management of our public schools from the manipulation of our political leaders. Since the office of State Superintendent was established by our constitution, the candidate for it and the incumbent in it have both been required by public sentiment to take no open part in the political discussions during the campaigns. They have respected this sentiment — this unwritten law — by refusing to make political speeches and to appear as delegates in the conventions of the different parties. In the appointment of members of the Visiting Boards, County Superintendents to fill vacancies, and conductors of the teachers' institutes, the various State Superintendents have often selected men with opposite political opinions, because they were known to be competent and efficient workers in our schools. If the present movement of the parties shall hasten the adoption of those provisions of law which will fully separate the control of our schools from the machinery of politics, it will be blessed by thousands of our best citizens.

IN THE forthcoming annual report of the State Superintendent will appear the full list of the teachers who have obtained State certificates, whether by our examinations or by the countersigning of their diplomas by our State Superintendents. This list will embrace the dates of the certificates, the methods by which they were granted, the names of the institutions from which the teachers graduated, and the classification of the certificates as limited and unlimited. A large amount of correspondence must take place to ascertain what graduates of our State Normal Schools, previous to 1878, have had their Normal certificates and diplomas countersigned, and at what times this was done, as no record of this work of the State Superintendents up to that year was kept in their office.

VARIOUS CAUSES have contributed to lessen somewhat the usual attendance upon the institutes this year. These are, in part the unpropitious weather during the spring and fall, the revival of business calling young people into the trades and professions, the less number of applicants for the position of teachers, and the special nature of the institute instruction. While the work done this year by our conductors is everywhere acknowledged to be exceedingly practical and able, the question will come, with much force, to the managers of our institutes, "By what means can we further improve our instruction and secure a larger and more uniform attendance upon the institutes?"

EDUCATIONAL NEWS.

The following circulars by the Wisconsin Managers of the Garfield Monument Fund and by the State Superintendent, will explain themselves:

STATE OF WISCONSIN,

Office of State Superintendent,
MADISON, October 17, 1881.

To Mr. —— ——,
—— *Superintendent of Schools*, ——, *Wis.:*

DEAR SIR: I send you, herewith, copies of the circular in which the Wisconsin Managers of the Garfield Monument Fund state the object of this movement, and request you to assist them in carrying it forward in this State. They have decided to rely upon the agency in the hands of our County and City Superintendents, in organizing the work for raising such a portion of this fund as can be secured in Wisconsin. It seemed to them that these officers and the teachers in our schools would take special interest in soliciting contributions towards the erection of the monument over the grave of the late President GARFIELD, not only as a tribute to the memory of an eminent

and noble man, but as a grateful recognition of his services for the cause of education in this country. For several years he honored our profession by teaching in the public schools and in a prominent college in his native State; he conducted teachers' institutes and often presented addresses before teachers' associations; and on the floors of Congress he championed the progressive enterprises of our leading school officers and teachers.

If you accept the appointment as an Assistant Manager, you will please adopt such methods as appear to you the most feasible in informing the people in reference to this movement, and in obtaining their contributions. If you think best, the copies of the circular sent you could be furnished for publication in the papers of your section; and you could accompany the circular with your own statement in which you give the names of the persons whom you associate with yourself in this work, and describe the plans you have adopted for prosecuting it in your county or city. It will occur to you how the prominent citizens in the different towns, villages, or city under your jurisdiction can be visited, and how the teachers and schools therein can become interested in aiding you.

Let me urge you to take prompt action in this enterprise.

Yours very respectfully,

WILLIAM C. WHITFORD, *State Superintendent.*

GARFIELD MONUMENT FUND.

Resident Committee, Cleveland, Ohio: J. H. Wade, H. B. Payne, Joseph Perkins.

Wisconsin Managers: William E. Smith, David Atwood, William C. Whitford. Richard Guenther, Treasurer, and Grant A. Smith, Secretary.

MADISON, WIS., October 17, 1881.

To Mr. ———,

——— *Superintendent of Schools,* ———, *Wis.:*

DEAR SIR: The resident Committee, at Cleveland, Ohio, having in charge the movement, already begun, to secure a fund for the erection of a monument over the grave of our late President, JAMES A. GARFIELD, which shall be a worthy tribute of the American people to his name and memory, have authorized the above named managers to take charge of the matter of securing the efficient co-operation of the citizens of Wisconsin in this most praiseworthy enterprise; and to this end, have empowered them to appoint such associates and assistants as they may deem advisable. They, therefore, most respectfully request you to act as Assistant Manager for the ——— of ———; and authorize you to appoint such and so many associates as you may deem necessary and advisable, in order to enable every citizen in your county or city, who may be disposed, to contribute to this fund.

Contributions may be made in any sum; and to all who contribute one dollar or more, a beautiful lithographed certificate will be sent by the undersigned.

We earnestly urge you to accept this appointment, and to enter upon the work at an early day.

Remittances, with the names of donors, may be made to Hon. RICHARD GUENTHER, State Treasurer, Madison, Wisconsin.

In behalf of the Wisconsin Managers,

GRANT A. SMITH, *Secretary*.

NEW PUBLICATIONS.

MAGAZINES.

THE CENTURY MAGAZINE. The first number of the twenty-third volume of Scribner's Monthly appears with the above title. It proposes to widen its "range and usefulness," and hence changes its name. The popularity of this periodical is unrivaled. This November issue is a superb one. It more than fills its promise of further improvement. There is also a melancholy interest attached to it. On the first page of the cover are these words, "Conducted by J. G. Holland." Before this number was received, the death of this favorite author was announced throughout the land. He will be most sincerely mourned by hundreds of the readers of the *Journal of Education*. But some new and competent editor will be found to take his place in the management of *The Century*. Our space will not permit even the mention of the titles of the valuable articles in the issue before us. This work has aided to revolutionize and greatly improve the art of wood-engraving. The illustrations here presented are beautiful,—executed in the most perfect style. We are particularly interested in the article upon "The So-called Venus of Melos," by W. J. Stillman, an accomplished artist, and an old friend of ours in the years long past. The magazine is published by the Century Company, Union Square (North), New York. Terms, $4.00 a year, in advance.

HARPER'S MAGAZINE for November, concluding the sixty-third volume, is a number of rare excellence. It opens with a very interesting article, by W. H. Rideing, entitled, "In Cornwall With An Umbrella." Mr. Reinhart illustrates the article with quaint pictures of the people and of the country. W. W. Thomas, Jr., contributes a graphic account of two weeks' recreation and sport in the woods of Canada, beautifully illustrated.

We are reminded again of the Yorktown Centennial, just past, by Mr. Howard Pyle's strong poem, "Tilghman's Ride from Yorktown to Philadelphia," with two striking illustrations from the author's drawings.

In the second installment of his "Journalistic London," Joseph Hatton describes the London *Times* building, and gives a history of that paper, with an interesting account of the careers of the late Mr. Delane and his suc-

cessor, Mr. Chenery, as editors. One of the most entertaining things in the article is the biographical sketch of Henry Labouchere — the editor of *Truth*. The article is profusely illustrated with sketches and portraits. Then follow articles by Alfred Mathews on "Ohio's First Capital," John Habberton reviewing Du Chaillu's "The Land of the Midnight Sun," Thomas Hughes on Dean Stanley, with portrait, John A. Dillon on "Tehuantepec, and the Eads Ship Railway," and installments of the serials "Anne" and "A Laodicean."

Short stories are contributed by John Esten Cooke and Virginia W. Johnson, and poems by Lucy Larcom and Adelaide Cilley Waldron. The editorial departments are full, as usual, of entertaining and useful matter; and the prospectus of the Magazine for the coming year shows that the forthcoming volumes will be even more interesting and beautiful than the volume just concluded — rich as the latter has been in literary and artistic treasures.

North American Review. — The discussion of "The Christian Religion," by Col. Ingersoll and Judge Black, which was commenced in the August number of the *North American Review*, is continued in the November issue of that publication. Col. Ingersoll now replies to the strictures of his opponent, and presents much more fully than he has ever before done the logical grounds for his opposition to Christianity. The article will be received with interest by those who have read the first part of the debate, as well as by all those who believe that the cause of truth is best advanced by free discussion. An early number of the *Review* will contain an exhaustive reply. In a Symposium on Presidential Inability, four of our most eminent jurists, Judge Thomas M. Cooley, the Hon. Lyman Trumbull, Prof. Theodore W. Dwight, and Gen. B. F. Butler, discuss the several weighty problems arising out of Article 2 of the Constitution. "England's Hereditary Republic," is the title of a significant paper contributed by the Marquis of Blandford, and Senator George F. Hoar writes a statesmanlike article on "The Appointing Power" of the President of the United States.

The Popular Science Monthly for October, 1881. — The first article in the October Popular Science Monthly is by Dr. F. L. Oswald, in continuation of his original and instructive series of papers on "Physical Education." There is no abatement in the practical interest of these essays, nor of the pungency with which they are written. The present chapter, on "Remedial Education," continued from the September number, is full of priceless information on the care of health and the hygienic remedies and prevention of disease. This series should be issued as a volume, and become a reading-book in schools. Mr. Theodore Wehle contributes a third article on the subject of "Life Insurance," taking it up this time in its practical business aspects. These papers, not being prepared in the special interest of insurance companies, are scientific and trustworthy, and give the clearest account of what may be called the practical philosophy of the subject that has yet appeared. But the most valuable paper of this number, if not indeed the ablest

and most important article which has ever appeared in "The Popular Science Monthly," is that on "The Militant Type of Society," by Herbert Spencer.

Dr. Paget's eloquent address as President of the International Medical Congress, on "The Cultivation of Medical Science," is given; and also Prof. Huxley's lecture before a section of the same body on "The Connection of the Biological Sciences with Medicine." Mr. Patterson considers "The Movement of the Colored Population," and there are other interesting articles on "How the Earth is Weighed," "Progress in the Manufacture of Steel," "Forest Culture in Alpine Ravines," "Cattle-Raising in South America," "About Comets," and a second paper by G. J. Romanes on "The Intelligence of Ants." There is a sketch, with a portrait, of Prof. C. A. Young, the astronomer; and the editor takes up Dr. Fairbairn's recent criticism of "The Synthetic Philosophy." The literary and miscellaneous departments are full and instructive as usual.

For $5.00 we will send *The North American Review*, or *The Popular Science Monthly*, with the WISCONSIN JOURNAL OF EDUCATION. Send us your names and get your own educational journal free.

THE DIAL,—*A monthly Index of Current Literature*, is published by Jansen, McClurg & Co., Chicago, and is one of the best literary journals that come to our table. Its reviews and book notices are admirable and its list of contributors embraces some of the best known names in the country. It occupies, in a degree, the field in the West that is occupied in the East by the *Literary World* of Boston. Price $1.00 per yr.

BOOK NOTICES.

DUNGLISON'S SCHOOL PHYSIOLOGY.—This work was issued last year by Porter & Coates, of Philadelphia. It contains slightly over 300 pages, and is neatly printed with perfect type and on excellent paper. The illustrations are distinct and attractive. The subject-matter is exceedingly well arranged. Each leading topic is discussed clearly, methodically, and to the point; and at the close is a set of examination questions. There seem to be no hobbies in the book. An average class in our high school can complete it in one term.

HISTORY OF THE DISCOVERY OF THE NORTHWEST BY JOHN NICOLET.—This work of 113 pages is published by Robert Clarke & Co., of Cincinnati, and is sold for one dollar per copy. It is written by C. W. Butterfield, a citizen of Madison, Wis., to whom our State is so greatly indebted for the interest which he has taken in its history, and for his invaluable contributions on subjects connected with it. His History of Wisconsin, found in the Historical Atlas, is a most reliable production. This new book has a special value to the people of this State, as it gives a sketch of the life and the explorations of the first white man who entered within its boundaries. Many corrections of the ideas entertained in reference to this heroic and high minded adventurer are made by the author, who knows conclusively that Nicolet's journey to Wisconsin was made in 1634; and that, while he heard of the Wis-

consin river, he did not reach it. His visits to the Indian tribes were confined to the eastern portion of the State. We recommend the work to the teachers who are interested in our early and peculiar history. It is written in a lucid and forcible style, and its statements are substantiated and often carefully explained by copious foot notes.

SWINTON'S GRAMMAR SCHOOL GEOGRAPHY.—This text-book is just issued by Ivison, Blakeman, Taylor & Company, New York and Chicago. It is the last of a two-book series, the first being either Swinton's Primary Geography or his Elementary Geography. A copy of the new work, which contains the addition of the East-Central States of the country, viz.: Ohio, Indiana, Illinois, Michigan, and Wisconsin, has been placed in our hands. We have examined it very carefully, and without any hesitancy we recommend it as a most valuable text-book for our more advanced grammar, high, and academic schools. Its general topics are most admirably arranged. The physical features of a country are first presented, then its political geography, and finally its commercial and industrial aspects. The treatment of these subjects is peculiarly fresh, condensed, and exhaustive.

The primary desire of the author has been to make the work a text-book in the best sense of the word. It is truthfully said of it, as follows:—

"The definitions are clear and compact. The paragraphs are cast in a form convenient both for memorizing and recitation, and by introducing each paragraph with bold type, a suitable question spontaneously frames itself in the minds of pupil and teacher, thus obviating the old form of questions far removed from the text. The method of study pursued by the best teachers being largely topical, ample provision has been made to further this plan by numerous carefully constructed topical synopses, reviews, tables, and questions."

Its many illustrations, most of which are new, and its thirty-six maps are beautifully engraved, and with great distinctness.

The special geography of the East-Central States is prepared with the view of meeting the rational demand for a more complete knowledge of the sections nearest the pupil, rather than the regions most remote. The discussion on Wisconsin, with the map, occupies six pages; and, excepting some errors in statement, is most satisfactory.

There are added the valuable articles on "A System of Map Drawing," by Apgar; and on "The Land Surveys of the United States."

INTERMEDIATE LESSONS IN NATURAL PHILOSOPHY, by Edwin J. Houston, A. M., of the Central High School, Philadelphia, is from the publishing house of *Eldredge & Brother*, 17 North Seventh St., Philadelphia. The contents seem to us well selected and admirably presented. Any youngster who could not be interested in its pages must be very dull or warped by some powerful predilections.

ELEMENTARY LESSONS IN ENGLISH FOR HOME AND SCHOOL USE, by W. D. Whitney, of Yale College, and Miss N. L. Knox, is published by Ginn,

Heath & Co., Boston. It is very attractive in red cloth and black letters on the outside, and inside it is thoroughly good, as one could be sure the moment the authors' names are mentioned. It teaches in a most admirable way how to speak and write in English, which are very desirable things to know.

THE following are notices worth reading:

C. S. Stockwell, Onalaska, Wis.—"It is a difficult matter to select those topics in our history which all will concede to be the most important, and I think the author of the Eclectic History has shown rare skill in this particular. I conclude that it is interesting from the fact that it kept a ten year-old boy of mine out of mischief all day Sunday."

UNIVERSITY OF WISCONSIN,
MADISON, WIS., April 19, 1880.

Van Antwerp, Bragg & Co.—I send you a recent catalogue of the University of Wisconsin. Permit me to call your attention to an additional requirement for admission, viz.: History of England. On page 25, *Thalheimer's History of England* is named as preferred. The natural result of this will be the use of this book in the High Schools and private schools of Wisconsin, and in some schools of northern Illinois, eastern Iowa, and Minnesota, which prepare students for the University of Wisconsin.

Thalheimer's History of England was recommended by us without any solicitation on your part, and without your knowledge.

J. C. FREEMAN,
Prof. of English, University of Wisconsin.

SILL'S PRACTICAL LESSONS IN ENGLISH, was adopted August 11, 1881, for exclusive use in the Detroit City Schools, by a unanimous vote of the Board. It is certainly one of the most practical text-books on Grammer yet published.

Address A. J. BARNES & Co. 34 & 36 Madison St., Chicago.
Introduction 60 c.—Ex. 36 c.

NOTES.

SUPT. WINSLOW, before retiring from his office, wrote, commending very highly Prof. Auerswald's work, as conductor of the Marinette institute this fall.

THE following named persons missed the least number of words at the institute at Jefferson: E. S Rice, Amos Squire, Lizzie Esselstyn, Carrie Sargeant, Isabel Holmes, Carrie Crane.

THE STATE SUPERINTENDENT recently forwarded to the Special Agent on Educational Statistics in the Census office at Washington D. C., the schedules of 114 high schools of this State, which he had received.

PROF. NORTH, who conducted the institute at Merrill, Lincoln county, says: "I had a very good time in the institute. I hope some good has been done by our visit there. The teachers expressed a hearty desire that the next institute might be two weeks in duration."

PROF. HOSEA BARNS, who conducted the institute at Menomonie, Dunn county, says: "We had very excellent work in every particular. There were a few irregulars but no drones. I have never been connected with a more pleasant gathering of teachers."

PROF. H. D. MAXSON writes in regard to Markham's Academy at Milwaukee: "Our school is unusually prosperous this year. We have to make special arrangements for the accommodation of a few pupils in my department, as we have three more pupils than desks."

PROF. THAYER writes the 10th inst., from Medford, Taylor county, that the prospect of attendance at the institute at that place is not encouraging. He says: "The whole country is flooded with water, and it is impossible for those living off the line of the railroad to reach the place."

SUPT. LUNN, of Sauk county, appends to the Third Grade Certificates granted to his teachers a condensed copy of the course of reading recommended by the Wisconsin Teachers' Association at its last session. Credit is given the teachers who read this course in the order prescribed.

MISS BETSEY M. CLAPP, Superintendent of Schools in St. Croix county, is holding a series of public meetings in different towns under her supervision, and is addressing the people on Common School topics. The State Superintendent lately attended the first of the meetings at Baldwin.

PROF. JNO. KELLEY, of Fox Lake, who assisted in the Institute, writes as follows: "The five persons who made the least number of mistakes in the spelling exercises at the Teachers Institute in Richland Center, were Octavia Thorpe, Tirza Morrison, Mattie Potts, Clayton Bush, and C. F. James."

THE Beloit public schools have secured firm hold of the popular heart at last. There was a time when they were unable to hold the children of the leading families any longer than until they could get ready to enter the lowest classes in the college preparatory. Now they prepare students to enter college.

PROF. HUTTON writes: "We had a very enthusiastic institute at Eastman, Crawford county. Seventy-five members were enrolled. We "kept school" on Saturday of the first week and had a full attendance. Thus we had ten days of institute work, and the teachers had the following Friday at the county Fair."

THE STATE SUPERINTENDENT has appointed Amos Rosenberger, of Maiden Rock, the County Superintendent of Pierce county, in the place of Prof. Jas. T. McCleary, who resigned; and Henry C. Sibree, of Peshtigo, Superintendent of Marinette county, in the place of Rev. L. W. Winslow, who resigned the first of this month.

L. W. NOYES, 99 West Monroe St., Chicago, has recently patented a new Holder for the Unabridged Dictionary. He also manufactures the article. It is an improvement in the former Holder, as it tilts the Dictionary when open toward the person consulting it. It has two attachments for holding newspapers and magazines.

PROF. JAS. T. MCCLEARY, formerly County Superintendent of Pierce county, writes: "After six weeks of institute work I am now engaged in my regular duties in the Mankato Normal School, Minnesota. My reception here has been very cordial. The attendance is larger than at any other time in the history of the school."

SUPT. MORGAN of Green county writes: "We are waking up quite an interest in favor of using Lunn's School Register in our schools. I carry with me a copy and exhibit it and explain its merits to school officers and teachers. The latter will work for its introduction, and I hope to get it into most of the schools for the Winter Term."

PROF. FUNK, of Bay View, writes: "Our schools opened the 5th of last month with an enrollment of 525 pupils. This makes my ninth year at this place. We began our school work the first day as though there had been no break during the vacation. All the old teachers, except one, are re-employed. We are in need of more school room."

SUPT. RATHBUN, of Buffalo county, says: "Our institute, which closed last week, though small, was one of the best, if not the best that has been held in this county. The number in attendance was only 35, but the per cent. of attendance was higher than at any previous institute. Wet weather and bad roads interfered with the attendance greatly."

SPEAKING of Teachers Institutes in general, *The Christian Statesman*, of recent date, says: "They strengthen and encourage young teachers, they keep old teachers abreast of the times, they infuse a school-going spirit into the people, they help to make our school system uniform and the best, and the teachers who will not make some sacrifice to attend them are not worthy to be employed."

THE Ripon College chemical laboratory is now in better working condition than ever before. This department is in the hands of a restless enterprising college professor, who intends to make his laboratory as nearly equal to the best Eastern college laboratories as the means within reach will permit. The work done here now is incomparably superior to anything Ripon could afford seven or eight years ago.

SUPT. ROSENBERGER, of Pierce county, informs his School Boards that he would be pleased to have them meet him at the examination of the teachers, and to see them do their work. He says: "Then if you wish to hire a teacher for the winter, you will be the better able to judge of his faithfulness; for it will hold good, as a general rule, that a teacher who is not diligent during his examination will not serve you faithfully in the school room."

D. C. LUENING, principal of the second district primary school of Milwaukee, has invented an ingenious numeral frame to "aid in teaching the fundamental rules of arithmetic in the primary classes of our schools; since it furnishes the teacher with the means of instructing the pupils by the aid of *colors* and *pictures*, the two things so highly coveted in childhood." It is proposed to introduce the frame into all the primary schools in the city.

SUPT. WM. B. MINAGHAN, of Calumet county, writes as follows: "In obedience to a request published in the institute circular, I would respectfully report the following as having made the best record in spelling at our institute which has just closed. The names are given in the order of excellence. Allice Kellogg, of Brothertown, Mary Goggins, of Charlestown, Emma I. Hicks, of Stockbridge, Georgia A. Taylor, of Brillion, Effie E. Collins, of Stockbridge."

PROF. C. D. ABBEY, the City Superintendent of the schools at Wausau, informs us that the teachers of the place voted unanimously at their regular meeting last month to take up the course of study as presented in the institute circulars for the past two years. His schools opened this fall with the very best prospects for a successful year. Nearly all the old teachers remain. The new ones seem to be greatly interested in their work, and all are fully determined to succeed.

HENRY A. BEMIS, formerly a prominent teacher in Vernon county, is now the principal of the public schools at Benson, Minn., and writes as follows: "The town is scarcely two years old but it has an enterprising people. Their school-house is one of the best buildings in town, a beautiful brick structure costing six thousand dollars. The school is not large at present, there being but two departments with a moderate enrollment. I receive fifty-five dollars per month, and am hired for nine months.

PROF. GRAHAM, writes, under date of the 15th inst., as follows: "The institute work has closed; and so far as this district is concerned, it has never been more satisfactory. The numbers in attendance have not been as great, but the work done has been of a better character than before. The plan of holding to specific portions of the common school work, is productive of good results. I think many teachers this winter will try to organize under the directions in the circular on the Grading System."

A CORRESPONDENT of the *Inter Ocean* from Winona, Minnesota, in reference to the new City Superintendent of the public schools of that city says as follows: "For the first time since Professor Sheppard left the Superintendency, there is entire accord between the city schools and the State Normal at Winona." The administration which produces turmoil and distrust, is always managed by some spirit with a belligerent and dissatisfied nature. It is a penalty visited upon most unveracious characters that their labors and influence react upon themselves and silence their words.

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EDUCATION OF THE INTELLECTUAL POWERS BY WORK.

By W. C. Whitford.

Work stimulates our intellectual powers. Whatever awakens and excites thought, educates us to a certain extent. In the system of instruction adopted in many schools, this is regarded as the main principle. The presence and authority of the teacher in the school room, are deemed essential, because they arouse and keep active the minds of the pupils. Sir William Hamilton holds that our intellects are in such a state of depravity that external excitements are needed to induce us to think healthfully and efficiently. The mind's own innate promptings will not secure this result. That man is constitutionally indolent, or will not exert himself to the utmost of his intellectual capacities, unless compelled or stimulated by outward motives, is the idea at the basis of the methods of rewards and rivalries used so extensively in our schools. To say the least, many scholars will learn faster and more thoroughly under the incentives of competition than in any other way.

In all our occupations and in nearly every day's performance, this sentiment is not an insignificant factor. The occasion is found in the rivalries of adjoining farms, of workshops in the same neighborhood, or of offices of professional men on the same street. How carefully the movements of others are scrutinized, how many plans devised to circumvent or outstrip, how steadily the labors are performed or the faculties drilled, and how strained at times are the

muscles of the mind to their utmost tension, to feel and be acknowledged as the most successful or the leader.

But there is another stimulus quite as effective and more healthful to our intellectual energies, and that is the steady awakening influence of the labors of our hands and our brains. This does more than to moisten the brow with sweat; it causes the perspiration of thoughts, like great drops, to issue from the intellect.

The law of physical life which demands that an equivalent shall be paid in work for the bread we eat, brings other rewards when obeyed, in the rigorous tone and elasticity of our systems. Whatever our hands find to do we come to do with all our might, when our labors have aroused a deep interest in our minds for them. To mix colors and to paint for immortality, as an artist once said, "with brains," is to kindle intense and continuous thought in those brains. The poet who wrote three hundred stanzas while the master of Greek tragedy wrote only three lines, saw his unmeaning, slipshod, and conceited doggerels perish in the moment for which they were written; while the latter, working for all time, moulded his phrases in the fire of the hottest thoughts. An eastern sage declared that "the state of the unlearned is death;" but truly, that of the laggard is lower, it is a living death. Having all the powers for action, godlike and blissful, he exists breathing and sleeping, his life energies stagnating, and all desires for a higher condition buried in his driveling and besotted soul. Let Ajax roll the heavy stone to the hill-top; it will employ his mind, and excite and increase his love for stronger exertion.

As you consider the many callings, positions, and walks of men, and the multitudinous labors expended in them, the planning, inventing and shaping to ends, you see what a constant warmth of intellect they must generate. The necessities of individuals, families, and society, which induce so much toil, compel and incite thought. To half starve a man will set him both to contriving and working. Some of the finest essays in the English language were written on the inspiration of an empty stomach, or at the recollection of yesterday's dinner. As a single example, we may quote what the biographer of Goldsmith says of him, that "the distresses of poverty returned upon him so frequently, that he was glad to undertake any literary employment to replenish his finan-

ces." But to the tens of thousands whose daily bread is wanting, and whose children suffer if they are deprived of daily wages; and to the wealthy, whose property must be used, and whose standing in the community must be maintained, the calls for personal activity are so urgent and so protracted that they keep the mind inspirited, like a difficult study in our schools. Stir the soul in which lie dormant the impulses of ambition, by the sight of the possible attainment of high honors, and it will often act with astonishing efficiency. The Athenian general, Themistocles, was cured of his youthful dissipation, and abandoned his fiddle, when he saw the trophies of Miltiades, the hero of Marathon; and feeling that he could not sleep nor be careless, and taking his sword, as did our own invincible Grant, he cleared and won his way to the highest military renown, astonishing his friends by the vigor of his mind and his power to command. To have a clear title to a hundred acres of land; to own a convenient shop for manufacturing purposes; to manage a large enterprise in one's own name; and to be regarded kindly and with esteem, are the common and wholesome rewards held out to the working men to incite activity and close calculation.

Work in all its departments, the callings, trades, professions of men, seizing hold of our constitutional preferences or habits of thought, draws out and concentrates our energies in some particular sphere of action, most agreeable, or promising the most enjoyment and success. The artist who conceived and chisseled the Zenobia, the matchless statue of the captive queen, was called to the labor, for which she is so well adapted, by feeling its stimulus and attractions, as she came to know the occupations of men, and the products of human skill, by her outdoor exercises, and by meeting busy workmen. The self-made teacher at Newburyport, by twelve years of toil in his school, had his natural fondness for his calling developed and converted into the intense enthusiasm which appeared so conspicuously in his labors at the head of a normal school in New York, and contributes so many charms to his work on the Theory and Practice of Teaching. The stone mason in Cromarty, in Scotland, unassisted in his humble trade, conscious of his own strong abilities, and led by his native tendencies to study physical phenomena, employed his leisure hours in exam-

ining the fossil fishes of the old Red Sandstone, and the ammonites of the Lias formation; and was moved as by inspiration to become the popular expounder of the principles of geological science, and slew, David-like, by his stone fish, the old infidel theory of development. In an obscure tailor shop in the state of North Carolina was an apprentice, fast reaching his majority, unable to read, having a vigorous frame, with strong passions and undeveloped powers of intellect; and he listened, day after day, to the reading of selections from the most perfect speeches of British orators and statesmen, and felt his whole spirit impelled by an inmost force to qualify himself to control assemblies by the divine art of eloquence, and to understand the principles, and to administer the laws, of a popular government. The same humble hand-craftsman, on the death of the immortal Lincoln, became our chief magistrate.

But the work of men creates in us the deepest interest in nature, human affairs, and the divine proceedings, by urging us into the closest connection with them, and by impressing on our minds, as I have already said, their original teachings. These are plucked as grapes from their vines. As truths, they have never been filtered through the thoughts of any one. Fashioned by a perfect hand, and fitted to the states of our intellect, as electric fluid is to steel, these teachings fill our thoughts with a healthy and lasting glow. The instinct for knowledge is increased, the need of other truths is felt, and our powers of mind, feeling the strength and the delight received, put themselves into a position both to acquire a larger culture and to question more searchingly nature, history, and the revelations of God. What the falling apple was, in Newton's mind, to the discovery of the laws of gravitation, these first and often rough lessons are, in the thoughts of the active laborer, to an accurate and exhaustive acquaintance with the highest concerns of life.

Work strengthens our intellects. This would follow from the instruction which it furnishes, by placing us in direct contact with healthful themes, and by stimulating our thinking powers. On this subject, Carlyle says: "To work what incalculable sources of cultivation lie in that process, in that attempt! How it lays hold on the whole man; not of a small, theoretical, calculating fraction of him, but of the whole practical, daring, doing, enduring man,

thereby to awaken dormant energies, root out old errors at every step. He that has done nothing, has known nothing."

But work enlarges the brain power, both the capacity and the use of thought. If a strong physical frame is requisite to a strong mind, surely to make active and vigorous the former, is to strengthen really the latter. Pigmies are not alone insignificant in body. Dwarfs are fitly playthings in shows and museums. The brawny arm, the bronzed face, the broad shoulders, and the heavy locks of hair, belong to nature's nobleman, just from the dirty fields, or the smutty workshops, and capable of the thoughts of heroes. Pamper a man in laziness, and his soft skin and tow-string muscles are exponents of his jelly brain and half annihilated intellect. Labor drops into the treasury of the mind, not the two pence merely, but all that it has — its solid earnings. It is transmitted into intellectual force.

The invigoration of the body is united at once with the activities of the mind. The boisterous liveliness, the quick light in the eyes, the elastic thought, and the prompt business habits of the common laborer, have been cultivated as much by the stimulating employment of his hands, as by the exercise of his intellect. This truth is recognized in the training of our gymnastic schools. The athlete in the Olympic games felt himself ready to compete for the prize by wrestling or in the foot-race, when he had matured by his physical training that lusty mental energy which controlled every function in his nature, and spurred, in an emergency, his whole being right onward to victory. Many men, in the ordinary and higher walks of life, are accounted leaders: because their thoughts, though few, are rounded out into solid ripeness and dashing courage, by the strength derived from a large frame and toughened sinews. Add fifty pounds weight of compact flesh to the convalescent patient, and you very often double his ability to think, as well as to work. We are often surprised to see individuals without any opportunities for extensive learning, exhibit, after several years of hard labor, a close observation, a sound judgment, and a ready ingenuity, which seem to have been but the outgrowths of their physical culture. Locke, a reasoner of broad views and acute powers of mind, was accustomed to gather much valuable information from the common workmen of his day, and tested often, by

their opinions, the fallacy or correctness of some of his philosophical views. He found, as it is said in the Hudibras,

> "They knew what's what, and that's as high
> As metaphysic wit can fly."

Quite a portion of our mental culture consists in the ability to fix the attention steadily upon any object. In nothing does the uneducated differ more from the educated than in this respect. Some one has declared that it his half of our mental discipline. Our thoughts, like sinners, if they "scatter their ways among strangers," become dissipated, unreliable, and weak. If held to the point, as at a focus, they illume and heat each other; like sticks in a bundle, each possesses the strength of all, and all acquire the strength of each. In this process our thoughts are filled out and sharpely defined; our knowledge of any object is exact, and our minds husband their reserved forces, as the accomplished driver holds in by reins and bit the spirited and half-tamed horse. Interest in our work and application of our thoughts to our business, cultivate our attention to a remarkable degree. So absorbed is the mind at times that the laborer forgets his weariness, the diseased his pain, and the busy the passage of time. The arm will make quicker, surer, and heavier strokes with the hammer, after it has been exercised some time in shaping the hot iron on the anvil. The intellect, likewise, occupied for a season in performing any kind of labor, will act more freeley and forcibly, and have a lively relish for that labor. Thus are formed the habits and tastes of our vocations, a second nature, often more robust than the first, and always an essential condition of efficient skill and success in our pursuits. Without this, there can be no self-reliance and independence in our work.

Men often gain a vigor in transacting their business which they carry into their reflections. The force which the arrow discharges into the traget is the momentum it has acquired from the elastic bow. More intellectual toil is often performed before breakfast and after bed-time than would be in the whole day, if the mind was not warmed up and invigorated in the daily routine of hard work. Milton composed the Paradise Lost immediately after his zealous and gigantic effort to defend and perpetuate the republican form of

government under Cromwell. The activity and the impelling force of his thoughts, generated in his public career, must need be expended, in his quiet retirement, in the creation of that unparalleled poem. There prevails the conviction, based upon such facts as these, that the culture of work strengthening the mind, is required as the foundation of a literary and scientific education. It acts like the balance-wheel on the steam engine, curbing its eccentric motion and accelerating its feeble. It is the practical to be combined with the theoretical, always preceding and furnishing the latter with its best capital in a thriving business.

It must follow from these statements that the harder the manual toil performed, within the limits of our strength, the greater the difficulties overcome in our business, the more invigorated and energetic will our intellectual faculties become. The Irish orator, Sheridan, to a friend who was trying to dissuade him on account of his prominent defects of voice and style from becoming a public speaker, replied, "It is in me, and it shall come out." And his exertion in surmounting these obstacles, joined to his native aptness, qualified him for his subsequently brilliant career. On the principle that the reward is proportionate to the outlay, one of our best thinkers remarked that if truth were offered him on the one hand, and search for truth on the other, he would, by all means, choose the latter. The earnest seeking develops far more than the passive receiving. A single idea wrought patiently into our daily thoughts, is worth more to us than a thousand facts stored in our memory, as in an encyclopedia, even labeled and packed away on their appropriate shelves. The noise, the bustle, and the straining of our nerves in the marts of business, are not inimical to mental growth and activity. Editors frequently have their sanctums in the busiest portion of their establishments. Large riches are a benefit, because they demand severe application to take proper charge of them. The very thought that Paul worked incessantly to subdue the thorn in his own flesh, and to disseminate the truths of the gospel, operates in Christian believers to-day as the act did in him, to prepare the mind for greater exertion. A leading mechanic in the city of New York, with a very ordinary education, in the midst of poverty and strangers, passed from the position as foreman of an extensive foundry for casting stoves, to constructing

engines for our ocean steamers and finally the steamers themselves; and he added to his mechanical training a fine literary taste and culture. It is often urged that a broad and substantial culture cannot be obtained in this country, where the people exhibit such untiring activity and restless spirit in their business. In European society, with abundant leisure and the readiest access to the storehouses of learning, the few in the select circles do acquire more knowledge, and discipline themselves for higher attainments in special intellectual pursuits. Their efforts are unique and striking. But they are wanting in that athletic and many-sided education which belongs to the individual and the masses in our society, and fits them for managing large enterprises, controlling men, and stamping their deeds and their thoughts on the pages of history. Armies are composed of such men, new countries settled by them; the drudgery of all business, which, in reality, is the solid material in the framework, falls upon their shoulders; and the governing minds in churches, in business corporations, and in political parties, are selected from their class.

CONVENTIONAL AND RATIONAL TESTS IN EDUCATION.

[Extracts from a lecture delivered by Prof. Alex. Kerr, Oct. 27, 1881, in the Assembly Hall of the State University, at Madison, Wis.]

Many of the traditional theories which have long controlled human society are conventional rather than rational. This is especially true in educational matters. Although the tendency of the age is toward liberal education, there is still great need of vigilance on the part of its advocates. Antagonisms between the champions of classical and scientific training should henceforth be banished. Students in every department should be encouraged to seek knowledge for its own sake.

A wise man desires for his son not so much the direct as the indirect benefits of university training. These he regards as of inestimable value, and he classes them with that part of his possessions which is never in the market.

About two weeks ago, there was consumed in New York city a great warehouse in which were stored articles of furniture, bric-

a-brac, pictures, statues, and heir-looms, the proceeds of which in money would have been sufficient to establish a prosperous bank; but for the losses of the many thousand sufferers by that fire, insurance companies can make but poor amends; for

> 'We cannot
> Buy with gold the old associations!'

It is very much so with the things of the mind. Yet it would be a vain expenditure of force for you to try to prove to the Philistine the value of those incommensurable products which minister to its well being.

We are in danger of underestimating the capacity of the mind for expansion. We forget that activity is its prime condition of growth. The student who is to make the most of himself must lay many fields of learning under contribution. The masterpieces of two or three ancient and as many modern languages, studied in the original, will not be too much for him in laying out a liberal course of reading. If his work is thoroughly done, he will find in it delight to which the student of one language is a stranger. There is great advantage as well as pleasure in feeling that quality of a thought which is always lost in translation. The student of foreign languages in reading the great English classics, finds every page full of allusions, images, suggestions, shades of meaning, whose presence he would never have detected, had his reading been confined to the English classics.

It is a good thing to get out of one's own corner and have the conceit taken out of one, by looking at the world of thought and things through the eyes of Plato and Tacitus, Goethe and Victor Hugo. It is not wise to be overcontious in planning our literary work. While one student is deliberating whether it will pay him to study Greek or German, another has acquired a reading knowledge of one or both of these difficult languages, and is richer for the attainment. The study of the best and purest models in other languages, leads us to suspect that there may be in our own a power and wealth of expression which we have not yet learned to use.

Writers who undertake any great literary task without adequate linguistic training, often work at a fearful disadvantage. James

Parton furnishes a good example. He is one of our brightest authors and possesses the rare quality of never being dull. Every student should read his life of Jefferson, to learn what can be accomplished by a balanced mind acting under the impulse of a tireless energy. His latest work, the Life of Voltaire, is admirable; but it is marred by blemishes which even moderate scholarship would have rendered impossible.

Literary tastes are not merely a solace in solitude; they are also a safeguard in society. How to diminish the risks which attend upon the period of youth and early manhood, in a question constantly presenting itself to the friend of mortality. The dangers obvious to everybody but the young man himself are those which attack him upon the social side of his nature. But to pass through these dangers uninjured is not the least important part of his education. Seclusion may preserve a kind of negative virtue which will always need to be cared for and protected, but it cannot bring out that virtue which will stand the test of the hard experiences of life. The most effectual restraints are those which are self-imposed; for, if we trust to external checks alone, when these are removed, chaos will supplant law and order. The Greeks poets were wise in praising the excellence of moderation; their μηδὲν ἄγαν, *nothing in excess*, although a heathen maxim, would, if faithfully practiced, improve the morals of many a christian. It is useless, with our present ideas of what constitute an educated man, to talk of shutting a student up for a term of years with books for his principal associates. He will very naturally and very properly object to the experiment.

If he can be taught to distinguish between the use and the abuse of his opportunities for social enjoyment, he will learn something that will be a permanent advantage to himself and a source of satisfaction to his friends. This ancient virtue of moderation, so far from lessening his pleasures, will add to their zest. He will find, by making the demands of society yield whenever they conflict with matters more essential to his welfare, that he receives more benefit from resistance than his neighbor receives from surrender. The power to resist these demands is greatly increased by acquiring a capacity for pleasure of a higher kind than those which are merely social. The literary habit once acquired is a permanent possession, a safeguard against excess.

(While the lecturer made a plea for the study of letters he admitted that it would not be difficult to set up equal claims for scientific pursuits. He said that the theory that literary studies are equally adapted for the development of all classes of minds, was incorrect; that it was a great waste of time to make literature the chief business of those who had no taste for it, but who would work to advantage and achieve success in the laboratory or machine shop. For bringing out the special talents of exceptional people in an institution of learning no better plan has yet been devised than the elective system.)

Under the old system, little regard was paid to the preferences or tastes of the individual student; and naturally enough the mental discipline which was intended to serve for inspiration and stimulus too often had an opposite effect; and, acting upon unwilling minds, temporarily checked their native vigor so that some men have had to recover from their college course before taking up the serious business of life.

The University of Wisconsin has been subject to much unfair criticism, because it has taken such a wide departure from traditional methods and has made it a cardinal principle to give every variety of talent an equal chance to compete for its honors. It has, of late, been trying to show considerable flexibility in its system of instruction; and it has made some progress toward establishing, as a fact in Wisconsin, what was the expressed wish of Ezra Cornell when he founded the university which bears his name: "I wish that this may be a place where anybody who wants to learn anything may have a chance." The freedom of choice allowed in our college classes has probably been as great as our present circumstances would fairly admit; and the effect of it has been very gratifying, as shown by better results in every department. That no attempt is made here to restrict individual freedom is pretty well attested by the fact that the forthcoming catalogue will contain the names of about one hundred and twenty "special students" who are hemmed in by no class boundaries, but work wherever their attainments and preferences place them.

This arrangement, the distribution according to special fitness, though the university classes of a body of young men and women, many of them of high attainments, sufficiently numerous to con-

stitute of themselves a respectable college community, by no means tends to produce disorganization and confusion. It permits many who can reside at the university but a short time to learn what they want, without compelling them to learn what they do not want. It affords to others who have not decided which degree they prefer, a kind of experimental course which they follow until they make up their minds, when they fall into line and recruit the regular classes. Meanwhile, without loss of time, they are working willingly, most of them profitably, in the several colleges of the university, and enjoying, free from needless restraint, the benefits of the elective system.

THE VALUE OF GOOD MANNERS.

By Gen. T. W. Phelps.

Before and since the fatal wound given to President Garfield, the newspapers have teemed with accounts of horrid murders and outbursts of uncontrolled violence. It is not with vicious men alone that the crime of murder prevails to an alarming extent, but numerous instances occur where school children kill each other by stabbing or shooting. After a long and disastrous civil war, such disasters might naturally be expected to occur, but has there been any corresponding effort on the part of the authorities or of our school managers to prevent or diminish these disorders? Proclamations of mayors of cities, or even stringent laws against carrying concealed weapons, will have no effect in suppressing the evil.

A similar state of things existed in England at the close of the quarter of a century's warfare that ended with the battle of Waterloo. A long state of warfare in which human life had come to be held in little account, had so intensified the thirst for human blood — desperate characters had become so open and defiant in the committing of murder, that the ministers of the law were almost staggered by the number of executions which they were obliged to make to satisfy the old ideas of justice. But there was no intermission of the work of the gallows; murderers still continued to be hung, until finally the executioner triumphed over the criminal, and society returned to a normal state of christian civilization and peace.

But while in the United States the laws have neither the constancy nor the force which they possess in England, it behooves us to resort to every proper and available means for preventing crime and murder, as well as for punishing the criminals. Among the means suggested to this end is the inculcation of a system of practical moral philosophy for our public schools. It is there that children ought to be taught that, as civilized American citizens, they must not carry concealed weapons for the purpose of asserting themselves with their fellow men. If neither the teacher nor the parent cautions a child against the impropriety of carrying pistols, nor against reading yellow-back literature, why may we not expect that our school children will shoot each other, and, when grown up, assassinate our presidents?

The inculcation of the principles of good behavior in our pub-schools is so evidently proper and necessary that the marked neglect of the matter seems almost incredible. The reason of this strange phenomenon is doubtless to be found in the character of our school committees. Probably the members of such committees who are capable of taking enlarged views of school education in its relation to the republic, are in the minority, and cannot influence the others. Many committees are not only ignorant, but they regard their position only as a step in a course of political preferment, and care nothing, and know less about forwarding the interests of education. If a question comes up before them to decide, it is safe for them always to give it the go-by until another committee is appointed, and that committee does the same thing. Then there are many school committee men who would show their importance by opposing measures which no one is present to advocate. Some men, too, will always be wrong-headed, and would oppose the improvement of school manners because of its being, as they think, a positive injury to the community to have good manners! It is "stuck up."

And thus our school children, instead of being taught how to regulate their own deportment, with respect to their fellow pupils, are allowed to teach others deportment by the use of the dirk and pistol! That it is wrong and un-American for the child to carry a pistol; that he will be likely to make a bad use of it if he does carry it; that such a child, when grown up, might naturally prove

to be an assassin, and strike at the highest and best life in the land, is all very certain; but where, in what school or family is the child ever prohibited from carrying pistols, and taught the barbarity of the practice on general principles and by a systematic plan? Some persons think that the place to teach good manners is at home; but how many homes are there in the United States which know what good manners are? Where do our families get their ideas of good manners? Hardly any branch of human culture can be acquired without study.

We have given our attention to this subject for many years, and though we have often seen men rewarded for injuring and fighting against the republic, while those who have faithfully sustained its interests have met only with outrage, yet at times we feel surprised that a matter of such exceeding importance should meet with so much apathy, indifference, inappreciation, and neglect.

There are men who seem as if they would prefer children to read sensational dime novels rather than to have them impressed with the rules that govern refined society. What is needed at the present moment in our system of public school education is the recognition of this principle, viz.: that the systematic inculcation of good manners lies at the very foundation of all primary education. But as it is, the formation of our manners, upon which much of the happiness of life depends, is left merely to chance and accident. This is the more to be regretted since our politics, base and brutifying as it is, is still farther attended by the demoralizing influences of office-seeking. Of all the conservative agencies for the preservation of the republic, there is none greater than a well-devised and faithfully executed system of instruction on good manners for our public schools. In the earlier instruction of New England good behavior entered as a no inconsiderable element; but in these latter days the tendency has been to depart from that, and to adopt instead, sensational reading and spread-eagle speeches. It matters little whether a man's grammar and elocution be good, if his manners be unformed, ill-regulated, and repulsive. It is early school-training and self-discipline, according to the rules of christian society alone, that can make him a useful citizen of the republic. In proportion as a systematic, uniform plan of discipline for the manners of our school children is neglected, the need of military discipline will be felt for supplying the defect.

PRIMARY READING.

Lessons in reading should be conducted with immediate relation to thought. When a child is taught a letter or a word which to him is meaningles, no thought is awakened, and therefore but little interest. He has acquired only the ability to recognize and name something. Talk with the children about some familiar and pleasing object which they have at home, for instance a cat or dog, so as to set them to thinking and expressing their thoughts about it, no matter how crude they are, or how simply they are expressed. Then show them the picture of this object, and the name of it. In teaching even the simplest words, the child learns sooner and remembers better those that are illustrated with pictures. He sees, for instance, the picture of a cat and near it the word cat; he at once associates the word with the animal. Then have the pupils reproduce the word which they have learned on the blackboard or the slate. When the pupils have learned a few words by sight, such as cat, dog, hen, apple, boy, girl, tree, etc., let them pronounce cat slowly, still more slowly, until they have separated the sounds. Then show the class another word which has only one sound different from those in cat; as hat, rat, sat mat, and let the children distinguish the difference between the word cat and the other words, by sight and sound.

After the names of a few familiar things have been learned, then introduce adjective words to teach the kinds of things; and next, verbs to express the acts of things. Proceed slowly and thoroughly, keeping up a lively interest all the time. After they have learned to recognize about sixty words at sight, to spell a few words by sound and letter, and to read short sentences, the children are then prepared to begin the First Reader. At the beginning, the lessons should be very short, containing not more than one new word each, as it is quite difficult for little children to get accustomed to their book. It is no small task for some pupils to learn to know when their book is right side up, and that they are to begin in the front part of the book. The lessons should be as simple and natural in language as possible, and relate to objects and acts with which they are familiar. The children's attention should first be drawn to the picture; they should be told to see how many things they can find in it, and then to find the names of these in the lesson. Let the

pupils themselves find out new words by associating the sounds in the new word with those in words previously learned. Let them read this lesson over several times, call the words backwards, print and write the lesson on their slates, and write all difficult words ten times. Have slates and books brought to the class; examine the lesson on the slates carefully and then place slates on the floor behind the pupils.

A conversation should be carried on between the teacher and pupils, the object of which is to draw from the pupils their ideas obtained from the lesson. Correct their language, then correct the wrong ideas, and gradually lead to the meaning intended. The words of the lesson should be placed, during the conversation, on the board by the teacher or pupils. The pupils may find these words in their books, pronounce them correctly, and spell some by sound and letter. The teacher may then write in sentences what the pupils saw and thought of the objects in the picture, taking their words but not allowing them to give sentences which are presented in the book. After the pupils thoroughly understand the meaning of the lesson, and know every word, then they may read from their books. Allow the pupils to correct the mistakes,—this teaches observation and self-reliance. Introduce new words gradually and slowly; be certain that these new impressions are plain and accurate; and if the right kind of interest has been awakened and the new words have been carefully taught, the children will read understandingly and expressively and in an easy and natural way. It is a good plan to have pupils make a sentence with the new word in it.

Second Reader work is a continuation of the previous work; but in addition, more attention is given to punctuation, to making of sounds, and to expression in reading.

Pupils are apt to memorize their lesson, and often even those of the higher grades, which they overhear, and so recite mechanically and without understanding. Thus, they acquire habits of listlessness and indifference. To avoid this and other bad habits, I have found it a good plan to take the books away from the pupils for a week, perhaps, and give them lessons out of other Readers of the same grade; or else take the words of their lesson and make entirely different lessons for them. Such little variations of plan add greatly to the interest and pleasure of the little folks.

Whitewater, Wis. ALMA HEMPEL

SELECTED.

CRAMMING.—NO. II.

By Frank P. Gilmer.

Let us now consider the second species of cramming, viz., the seeking to acquire and retain in the mind all the details of the various subjects required to be taught in our common schools.

This kind of cramming is fostered, indeed is rendered unavoidable by our present methods of conducting teachers' examinations. The teacher must have at his fingers' ends all these details, ready to shower them down upon his manuscript at the rate of from two to four pages per hour if he would pass successfully these annual ordeals.

To illustrate: A teacher has pursued the study of geography. He has studied with deep interest those geographical conditions which affect climate, commerce, and civilization. He can locate the great commercial, manufacturing, and educational centers. He has traced the great railroad lines and routes of navigation, those gigantic arteries through which the great currents of travel and commerce sweep. He has followed Kane and Hall on their icy path toward the pole, and Livingstone into the heart of Africa; but on presenting himself for examination he is confronted with these questions: How high is Mount Nevis? How high is Mount Blanc? Which are the four States next in size to Oregon in the order of their size? Name all the cities within 5° on either side of the Equator?

He has been a student of history. He can state the causes which led to the Revolutionary war, the war of 1812, and the Mexican war. He can trace the progress of the great struggle between freedom and slavery, which at last culminated in civil war. He can give an account of the contest between tariff and free trade, can give you the history of our currency; but, alas! upon examination day all this avails him nothing. He is asked to give an account of Washington's Farewell Address, to tell when Wisconsin was admitted to the Union, and to name the presidents who have served two terms, with the date of their inauguration.

I know a very successful primary teacher of twenty years' experience in teaching, at whose feet I have often sat delighted, while she described to me the varieties and habits of the tiny denizens of orchards, woods, and gardens. The busy ant, the flitting butterfly, the timid field-mouse were her familiar friends, and revealed to her a thousand charming, unwritten secrets. But when this woman presented herself for examination before a modern County Superintendent, and was required to give a minute description of a *shark*, and to define Parthenogenesis, she declined the examination and retired from the field with a second grade certificate, while a seventeen year old girl from the High School, fresh from the study of Tenney's Elements of Zoology, but who runs from a mouse, shrieks at a caterpillar, "and never touched a bug or worm in all her life," glibly gives the required information as she committed it from the text-book, and after a year's experience is launched upon the community as a *first grade educator*.

These questions are quoted almost verbatim from a set of questions used at a recent teachers' examination, and the great body of teachers who are familiar with the lists of examination questions will acquit me of exaggeration in these statements.

I do not deny that many grammar school pupils can answer these questions correctly, and I will not deny that many of our most intelligent, most highly educated and broadly cultured educators cannot; nor is it at all necessary that they should.

It is claimed that, all other things being equal, he will best teach a subject who has thoroughly mastered the whole subject in all its details. This I admit. Let him who would teach English thoroughly and practically master the language in all its intricacies, and the Latin language, in addition if you please. Let him who would teach Zoology acquaint himself by accurate observation and careful experiment with the truths of that science; but if a subject be once *thoroughly* mastered, all the mental discipline that can be obtained by the prosecution of that study has been secured; and for practical use of the facts concerning any subject, he now knows where they are to be found and can refer to them at any time. He need not make of himself a walking enclycopedia to be used as a reference book by his pupils, or a sort of educational reservoir whence the streams of information may be made to play upon the passive minds of his pupils.

He need not while exploring the mysteries of nature as exhibited in the tiny flowers of the wood, be constantly reiterating in a sort of undertone, the names of all the cities on the right bank of the Illinois river in the exact topographical order, and then the cities on the other side in the same order. But unless he be familiar with these details himself how can he teach them to his pupils?

I reply, *don't* teach them. I would clear our already overcrowded curriculum of all this geographical trash. If in his future life a pupil finds it necessary to locate any save the most important cities, let him consult a map and get the required information. Should I compel any pupil to commit Chamber's enclycopedia, because it contains information that will at some future time be useful to him? An atlas is to be used as a reference book and need no more be committed verbatim than Webster's dictionary. I would not for a moment advocate the lowering of the standard of qualifications of teachers, but I do protest against those methods of examination that compel teachers to be constantly rechewing the cud of former acquisitions. Reviews give no mental nourishment, and do not promote mental growth. The reviewer lacks the stimulus which, to him, arises from the discovery of new truth, and the satisfaction of which results from the consciousness of advancement. It is a weary, dull, barren gleaning of old fields in sight of waving, golden fields of newly ripened grain. It is now the almost universal custom of teachers to prepare themselves specially for every recitation, not only upon the matter in the text-book under consideration, but by consulting various works treating of the subject. The matter of details may be safely left to this special preparation; and the teacher should not be required to burden his memory with a mass of unimportant matter which fitly belongs to reference books only.—*N. Y. School Journal.*

PRESIDENT ARTHUR AS A TEACHER.

The *Troy Times* has a letter from one of the pupils of President Arthur. He says:

In the year 1853, the writer attended the district school at Cohoes. The higher department did not enjoy a very enviable reputation for being possessed of that respect due from the pupils to teacher.

During the year there had been at least four teachers in that department, the last one remaining only one week. The Board of Education had found it difficult to obtain a pedagogue to take charge of the school, until a young man, slender as a May-pole and six feet high in his stockings, applied for the place. He was engaged at once, although he was previously informed of the kind of timber he would be obliged to hew. Promptly at 9 A. M. every scholar was on hand to welcome the man who had said that he would "conquer the school or forfeit his reputation." Having called the morning session to order, he said that he had been engaged to take charge of the school. He came with his mind prejudiced against the place. He had heard of the treatment of the former teachers by the pupils, yet he was not at all embarrassed, for he felt that, with the proper recognition of each other's rights, teacher and scholars could live together in harmony. He did not intend to threaten, but he intended to make the scholars obey him, and would try to win the good-will of all present. He had been engaged to take charge of that room, and he wished the co-operation of every pupil in so doing. He had no club, ruler, or whip; but appealed directly to the hearts of every young man and young lady in the room. Whatever he should do, he would, at least, show to the people of this place that this school could be governed. He spoke thus and feelingly at times, yet with perfect dignity he displayed that executive ability which in after years made him such a prominent man. Of course the people, especially the boys, had heard fine words spoken before, and at once a little smile seemed to flit across the faces of the leading spirits in past rebellions.

The work of the forenoon began when a lad of thirteen, placed a marble between his thumb and fore finger, and, with a snap, sent it rolling across the floor. As the tall and handsome teacher saw this act he rose from his seat, and without a word, walked toward the lad. "Get up, sir," he said. The lad looked at him to see if he was in earnest; then cast his eye toward the large boys to see if they were not going to take up his defense. "Get up, sir," said the teacher a second time, and he took him by the collar of his jacket as if to raise him. The lad saw he had no common man to deal with, and he rose from his seat. "Follow me, sir," calmly spoke the teacher, and he led the way toward the hall, while the

boy began to tremble, wondering if the new teacher was going to take him out and kill him. The primary department was presided over by a sister of the new teacher, and into this room he led the young transgressor. Turning to his sister, he said, "I have a pupil for you; select a seat for him, and let him remain here. If he makes any disturbance whatever, inform me." Turning to the boy, he said, "Young man, mind your teacher, and do not leave your seat until I give permission," and he was gone. The lad sat there, feeling very sheepish, and as misery loves company, it was not long before he was gratified to see the door open and observe his seat-mate enter with the new teacher, who repeated the previous orders, when he quietly and with dignity withdrew.

The number was subsequently increased to three, the teacher returning each time without a word to the other scholars concerning the disposition made of the refractory lads. The effect upon the rest of the school was remarkable. As no intimation of the disposition of the boys was given, not a shade of anger displayed on the countenance of the new teacher, nor any appearances of blood were noticeable upon his hands, speculation was rife as to what he had done with the three chaps. He spoke kindly to all, smiled upon the scholars who did well in their classes, and seemed to inspire all present with the truth of his remarks uttered at the opening of the session. At recess the mystery that had enveloped the school was cleared away, for the three lads in the primary department were seen as the rest of the scholars filed by the door. While all the rest enjoyed the recess, the three lads were obliged to remain in their seats, and when school was dismissed for the forenoon the new teacher entered the primary room, and was alone with the young offenders. He sat down by them, and, like a father, talked kindly and gave good advice. No parent ever used more fitting words nor more impressed his offspring with the fitness thereof than did the new teacher. Dismissing them, he told them to go home, and when they returned to school to be good boys.

That afternoon the boys were in their seats, and in two weeks' time there was not a scholar in the room who would not do anything he was asked. He was beloved by all, and his quiet manner, and cool, dignified ways made him a great favorite. He taught only two terms, and every reasonable inducement was offered to

prevail upon him to remain, but without avail. His reply was: "I have accomplished all I intended, namely, conquered what you thought was a wild lot of boys, and received the discipline that I required. I regret leaving my charge, for I have learned to love them, but I am to enter a law office at once."

The teacher was Chester A. Arthur, now President of the United States; the teacher of the primary department was his sister, now Mrs. Haynesworth; and the first of the three refractory boys was the writer. When it was announced that our beloved teacher was to leave us, many tears were shed by his scholars, and as a slight token of our love we presented him with an elegant volume of poems.

SAYINGS AND DOINGS AT ATLANTA.

"THE great want of Georgia," says Senator Brown, "is well qualified teachers." These can be supplied only by teachers' institutes and normal schools.

MR. KIMBALL, general agent of the Cotton Exposition, said he had "gone crazy" on cotton expositions. Such "crazy" men are needed in all departments of work, both material and spiritual.

THE *Atlanta Appeal* says of Doctor Peaslee that he has about him much of the orator and is a very handsome man. The same editor says that Secretary Henkle is "a pleasing solicitor." Both are Ohio men.

THE average effectiveness of life in Ireland is 28 years, in the United States 37 years. Of the whites of our population, 49 per cent. are in the sustaining class, and 51 per cent. in the dependent. Among the colored, 44 per cent. are in the sustaining class, and 56 in the dependent.

IT was a graceful compliment which the Georgia Legislature paid to the National Educational Association, in its invitation to the members to enjoy the freedom of seats in the two houses; and it was a marked expression of their interest in education when they invited General Eaton, President Smart, Doctor Wickersham, and others, to address the members at the State House on educational matters.

MR. HENKLE said to an Atlanta reporter: "To give you some idea of education in Ohio, I will say that it spends about nine millions a year for public education. In one town of three thousand inhabitants up there, we have an eighty thousand-dollar school-house; and in another of five thousand people, we have one which cost one hundred thousand dollars."

DOCTOR CURRY, of the Peabody Fund, is a most effective orator. A bill was before the Georgia Legislature last week to abolish the office of County School Superintendent. After Doctor Curry's speech of an hour, before the Legislature, the mover of the resolution, Mr. Stanford, of Harris, rose and said, that as the author of the bill he felt that fighting an adverse report and contending with the enthusiasm created by Doctor Curry's address would be an uphill business; and not wishing to be absolutely murdered, he withdrew the bill. The eloquent secretary of the Peabody Fund may be in demand in othes States than Georgia to help veto adverse legislation in school matters.

DR. WICKERSHAM said, at Atlanta, that he hoped congress would pass a law devoting the proceeds of the public lands to school purposes, and that the money would be given to the South. For one, he would be willing to thus dispose of it, if it was ten times as much. "We owe it to you," he said, with significant emphasis.

He stated further that no public school system could be sustained in its fullness without local taxation. You have such taxation in Atlanta, Savannah, Macon, all other cities, all towns. You must eventually make it general. Pennsylvania raises by local taxation $8,000,000 a year for school purposes. The people must learn that public schools are so valuable that they will put their own hands down deep in their pockets to take out the money for their support.

GEN. EATON, in his speech before the Georgia Legislature, told the part that education played in Von Stein's scheme for the recuperation of Prussia when crushed by Napoleon. The government was no longer a military shrievalty. No class was allowed to suffer; the good of all was promoted. The ministry of education was established. Every child was compelled to attend school. All were made more effective as workers and thinkers. The new era was hastened by the establishment of normal schools, and improvement

of teachers of primary schools. Many objected to such efforts for the teaching of peasants, but their skill increased and their labor was more productive as machinists and farmers. Massachusetts caught the idea from Prussia, established the first normal school in 1839, and when it opened it was so little appreciated that only three entered. Now we have 156 such schools, with 39,000 students.

DR. CURRY, in his speech at Atlanta, said the city of Richmond once paid an average of $49 to educate pupils in private schools, and now pays only $13 for pupils in public schools. Your school superintendent, your governor, your judges die, but the state of Georgia never dies; and you want your school system as permanent as your office of governor. Public schools are the only means of universal education. That is possible, for in Saxony the census failed to find a single person over ten years old that could not read. What all our schools,— Sunday schools and secular schools — need, is improved methods of teaching. Up in Virginia they think that anybody can teach school or go to congress. As I have done both, you can apply the remark to me. You need trained teachers. You train men to the law and to the pulpit. In the name of humanity, in the name of childhood, why not train men to teach? In a child is a host of undeveloped possibilities. If you want a horse shod do you send him to a lawyer? Do you go to a blacksmith to have teeth pulled? You send to men skilled in those arts. You stand at Tallulah and think it grander than Niagara. You stand on Stone Mountain and catch its glorious view. But a grander thing than these, is that boy's head (pointing to one of the pages).—*New England Journal of Education.*

THEN.—Then the summer mornings were full of singing-birds, always waiting outside our windows to help us begin the day with happiness. Then flowers were born as if to accompany the birds in their benevolent mission. Then all our dreams were pleasant imaginings, Arabian Nights' Entertainments, frolic visions of untroubled joy. Then June was the longest and loveliest month in the calendar. Then we were never depressed by bad weather. Then headache had no lodgement nearer than our neighbor's brain. Then personal rheumatism was unknown to us. Then insomnia had not been invented, and we were not obliged to draw upon the apothecary for vials of sleep. Then we could walk twenty miles a day without fatigue. Then all was gold that glistered. *Then we were young!*— JAMES T. FIELDS, in *Harper's Magazine for August.*

AGASSIZ'S EXPERIMENTS IN ENGLISH.—My first impression of the genius of Agassiz was gained when he was in the full vigor of his mental and physical powers. Some thirty-five years ago, at a meeting of a literary and scientific club of which I happened to be a member, a discussion sprang up concerning Dr. Hitchcock's book on "bird-tracks," and plates were exhibited representing his geological discoveries. After much time had been consumed in describing the bird-tracks as isolated phenomena, and in lavishing compliments on Dr. Hitchcock, a man suddenly rose who, in five minutes, dominated the whole assembly. He was, he said, much interested in the specimens before them, and he would add that he thought highly of Dr. Hitchcock's book as far as it accurately described the curious and interesting facts he had unearthed; but, he added, the defect in Dr. Hitchcock's volume is this, that "it is dees-creep-*teeve*, and not com-par-a-*teeve*." It was evident throughout that the native language of the critic was French, and that he found some difficulty in forcing his thoughts into English words; but I never can forget the intense emphasis he put on the words "descriptive" and "comparative," and by this emphasis flashing into the minds of the whole company the difference between an enumeration of strange, unexplained facts and the same facts as interpreted and put into relation with other facts more generally known. The moment he contrasted "dees-creep-teeve" with "com-par-a-teeve," one felt the vast gulf that yawned between mere scientific observation and scientific intelligence, between eyesight and insight, between minds that doggedly perceive and describe and minds that instinctively compare and combine. The speaker vehemently expressed his astonishment that a scientist could observe such phenomena, and yet feel no impulse to bring them into relation to other facts and laws scientifically established. The critic was, of course, Agassiz, then in full possession of all his exceptional powers of body and mind. You could not look at him without feeling that you were in the presence of a magnificent specimen of physical, mental, and moral manhood; that in him was realized Sainte-Beuve's ideal of a scientist—"the soul of a sage in the body of an athlete." At that time he was one of the comeliest of men. His full and ruddy face, glowing with health and animation, was crowned by a brow which seemed to be the fit home for such a comprehensive intelligence; and the slight difficulty he overcame in enunciating English words only lent to them increased significance. He gave the impression that every word he uttered embodied a fact or a principle. Afterwards he so adapted his organs of speech to the English language that he ended in speaking and writing it as though it were his mother-tongue. If there was any exception to be made, it was in one of his favorite terms, "development." He never completely overcame his tendency to pronounce it devil-ope-ment.—*Harper's Magazine.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

Q. Is a majority of all the legal voters of a district required to authorize the board to negotiate a loan?

A. No. In any lawfully called and organized meeting a majority voting on the question is all that is necessary.

The comment on Sec. 475 R. S. on page 36 of the School Code of 1880, is in error in this particular. The section itself will be found on page 98 of the Code and reads in part, "the resolution and vote shall be recorded, and if adopted by a majority, the district board shall be thereupon authorized to borrow such sum," etc., and this "at an annual or lawfully called special meeting."

The requirements in this direction, when making a loan from the trust funds of the State through the Land Commissioners, are contained in Sec. 362 R. S., and are as follows: "Before applying for such loan, every such school-district shall authorize such application by a vote of a majority of the legal voters of said district voting on such question," etc.

Q. "If a district clerk is absent at the time the annual report ought to be made to the town clerk, and he tells the treasurer to make the report and sign his name to it, is it all right? What would be the result if the matter were brought to trial? Would the district lose the school fund?"

A. Strictly speaking this thing cannot be done, since the district clerk must make an affidavit as to the correctness of his report. As a matter of fact, however, doubtless many reports are sent to the town clerk that are not thus supported; and if the town clerk takes the risk of their correctness, and makes his report accordingly to the county superintendent and he to the State Superintendent, the money would certainly be apportioned to the county in which the district lies. As to what a court would do in the premises, of course, I cannot say; but it looks as though the town clerk would be the party liable if the report proved to be fraudulent, since he has the right to insist that every district clerk shall swear to the correctness of his report.

HISTORICAL DEPARTMENT.

THE MONTH AT HOME.

The special session of the U. S. Senate closed Oct. 29th. It was called for purpose of electing a President *pro tem.*, or acting Vice-President, that there might be no interregnum in case of the death of President Arthur. The election of Senator David Davis to that office we mentioned last month. The Senate remained in session some time after in order to confirm nominations made by the President. The most important were those of Judge Chas. J. Folger, of New York, to be Secretary of the Treasury; of Postmaster General James to be his own successor; and Frank Hatton, of Iowa, to be First Assistant Postmaster General vice Tyner, resigned.

Secretary Windom resigned in order to secure a re-election to the Senate, which he has received. Mr. Tyner resigned at the demand of the President, he having shown too close a fellowship with the Star Route swindlers.

Attorney General McVeagh peremptorily resigned, but no successor was nominated.

The 18th, 19th, and 20th of October witnessed the formal celebration at Yorktown, Va., of the hundredth anniversary of the closing battle of the Revolution. The President and Cabinet, the Senate, and other officials participated. Descendants of Count Rochambeau, La Fayette, and Baron Steuben came from Europe by invitation.

The most striking fact connected with the celebration was the manifestation of comity between England and the United States. The English Embassy at Washington requested to be included among the guests. President Arthur, in his public address, alluded most gracefully to the Queen's kindly interest in our national bereavement. And, at the close of the ceremonies, a formal salute was given to the English flag. Blood *is* thicker than water.

Much attention has been attracted, by a circular letter from Secretary Blaine, to our representatives abroad in relation to the Panama Canal. It is a courteous but pointed intimation to foreign powers that the United States will alone guarantee the neutrality of the canal, and that any Europern interference will be regarded as unfriendly intrusion. It naturally excites some criticism abroad, but is timely and will doubtless be effectual.

One of the events of the month has been the Atlanta Cotton Exposition, which opened Oct. 5th, and seems to have been managed with energy and success. It is one of the indications of a new spirit in the South.

The trial of Gitteau commenced at Washington Nov. 15th. His counsel make their defense on the plea of insanity. The best way to *prevent* such insanity in future will be to let the law have its course in this case.

The fall elections exhibited the usual apathy of voters in the "off years."

The most notable fact connected with them is the triumph of the "Readjuster" combination in Virginia.

The death of Dr. J. G. Holland, chief editor of *Scribner's Monthly* from its foundation, is cause for general lamentation. He had been a salutary element in the American literary world for many years.

THE MONTH ABROAD.

The contest between the English government and the Irish Land League has been quite exciting for the past few weeks. The Land Court has commenced its work by allowing a large reduction of rent in the first cases brought before it. Many of the tenants are moving toward the payment of their rents; but Parnell and his fellow-agitators wish to prevent this. For certain speeches against the government and its programme, he, with others has been arrested and confined in Kilmainham jail. Following his arrest the Land League took a most indiscreet step in the shape of a proclamation forbidding the payment of rent. This furnished the government a good occasion for declaring the League a treasonable organization and prohibiting its meetings. The League has also been strongly condemned by the Roman Catholic Archbishops, McCabe and Croke, who declare its action to be communistic and anarchical.

Mr. Gladstone has now the support of all classes in England, and his action is undoubtedly wise, though it has been loudly condemned by some sloppy demagogues in this country as well as in Ireland.

General elections have just taken place in Germany. The result is hardly intelligible to American readers, their political organization is so different from ours. Among all the factions or parties, none has a majority; but the general result is given out as being decidedly unfavorable to Bismarck and his domestic policy. The "Jew-baiters" have also received a severe rebuke.

The French army in Tunis occupied Kairwan, October 25th, without the necessity of bombardment. Their losses from disease are, however, very great. One third of the whole army of 35,000 men is reported on the sick list, malarial fevers prevailing.

In Afghanistan the Ameer, Abdurrahman Khan, met and defeated Ayoob Khan near Kandahar, September 21st. October 15th Abdul Kudas, a supporter of the Ameer, captured Herat; and Ayoob was compelled to escape to Persia where he is now held as a prisoner by the Persians.

The situation in Peru has become decidedly complicated. The Calderon government,—which had been recognized by the American minister—has been overthrown by the Chilian Admiral Lynch, on the ground that it was issuing and circulating counterfeit government bonds. The Chilians have again assumed military control and seem to purpose holding the country in military subjection. Pierola still makes a show of authority in the mountains.

Minister Hurlbut has been protesting against the action of Admiral Lynch in a loud way that may yet cause him considerable embarrassment.

EDITORIAL.

A County Superintendent writes, after completing his annual report, "The average attendance of the pupils at the public schools in this county, has decreased two and a half per cent. the past year. The weather last winter was very severe, and in consequence the attendance was very broken in the latter part of the winter term." Similar statements reach us from other counties, especially in the northern portion of the State. Besides the inclement weather during the year, contagious diseases, such as the measles, whooping-cough, and scarlet fever, have prevailed among the children in many places of the State, — greatly reducing the enrollment in the schools. The diphtheria has attacked in a violent form thousands of the pupils, particularly in our central counties, and interfered largely with their attendance upon the schools. We shall not be surprised to find that a less number of children have been taught in our schools this year than last, and that their average attendance, during the summer as well as the winter term, has decreased throughout the State, in consequence of the causes which we have mentioned.

We clip from an exchange the following review of Pres. Garfield's work for education. It is strange that in the many references to his public life, which we find in the school journals of the country, no credit is given for his magnificent services in securing the establishment of the Bureau of Education at Washington by the General Government. His speech in congress on that occasion was a powerful one, and his personal efforts in that body procured the passage of this measure:

"In the tragic death of James A. Garfield, the nation not only loses a great and wise ruler; the afflicted wife a true and devoted husband; the aged and sorrowing mother a dutiful son; the children a loving father; but the cause of education a partisan whose place it will be difficult to fill. It was with great joy that the votaries of education hailed the Garfield administration. He had been pupil and teacher; scholar and college president. In early life a good mother had inculcated in him pure thoughts and high aspirations. His very life seemed bound in knowledge. Education was his criterion of life, and in how many speeches did he sing aloud its praises. In his life as an educator he continually found and adopted new methods of teaching. He saw the necessity of a reform in our school system, and I am led to believe that his administration would have produced a radical change in the condition of public schools throughout the country. He would have suggested and urged new methods; he would have prompted congress to make a generous appropriation for the support of schools; he would have sought a method for bringing the schools into closer connection with the National government; he would have striven for legislation making education compulsory upon the whole people. But all is now changed. If the nation's pride had but lived, we cry, what prosperity and betterment might have been ours! We may learn much from his life and from that glorious name and noble character which he leaves behind him. His struggles for an education were hard, but triumphant; the road was rough, but the traveler strong and determined."

THE State Superintendent has been preparing, during the past five months, quite an extensive circular on school-houses, to be published by the State and furnished to district boards and boards of education in our school-districts, large villages, and cities. He has been lead to undertake this work by the numerous inquiries made at his office for plans of school buildings, and by the urgent request of many intelligent members of school-boards in the State. There are very few copies of any standard works on school-house architecture, issued in the past twenty-five years, to be found in the hands of our school officers, carpenters, and architects. In fact, most of these works are quite useless, as they recommend many arrangements in the construction of school rooms which are now condemned, and omit others now regarded as almost indispensable. Besides, the State will be justified, by thousands of its citizens, in attempting to abolish or improve our present wretched styles of school-houses, built in the country districts and smaller villages, by introducing other and nearly as cheap designs, with the newest and best approved accommodations for both the teachers and pupils in our public schools.

This circular will contain a brief discussion of the school-house site, its location, size, and ornamentation by trees and shrubbery; the arrangement for the out-buildings; the shape, acoustics, and lighting of the school rooms, the heating and ventilation of the same; economy in the construction of the buildings; and specifications and contracts. The attempt will be made to incorporate, in this discussion as well as in the plans for the school-houses, the principles of sanitation as defined by the latest authorities, and particularly the excellent suggestion on this subject presented by our able State Board of Health.

Architects in Madison, Milwaukee, and Chicago, who have had large experience in designing some of the best school-houses in the State, have generously supplied the State Superintendent with the plans for thirteen or fourteen buildings of different sizes and styles. Four of these, each with one room, are adapted to the country districts; two, each with two rooms, to the large districts and the smaller villages; two, each with three rooms, and two or three, each with four rooms, to the larger villages; and three, each with five, seven, or eight rooms, to the smaller cities. From forty-four to forty-eight different drawings of the buildings—representing the elevations, the floor plans, and the cross-sections, have been executed for the engraver. All the designs as furnished the State Superintendent, ready to be placed in the hands of the printer, will cost the State a very small sum, as nearly one half of the electrotype plates, and all the plans are donated by the public-spirited architects who supply the drawings. The estimated expenses of the erection of these houses are from $600 to $20,000 each. All the houses, each with one room, can be built for less than $1,200; those for the smaller villages, for less than $3,000; those for the larger villages, for less than $6,000; and those for the smaller cities from $14,000 to $20,000. The variation in the cost of construction arises mainly from the difference in the size of the buildings and in the materials used.

Another important feature of this circular will consist in furnishing the specifications, prepared by these architects, for the erection of nearly all the school-houses. This arrangement will aid the school-boards of the State to save many thousands of dollars, paid even for the plans, in the selection and the building of these houses in the future. From these specifications they will be able to estimate the amount of the various materials required, and the cost of the same and of the labor required in the erection. Thus they will be aided, without doubt, to provide themselves with the best arranged houses erected at a large reduction in the outlay of money. These plans and specifications are, also, prepared with the view of assisting the carpenters of the State, who as a class most control by their advice the school-boards of the rural districts and the villages in the choice of the styles of school buildings; and who will be enabled to fix more definitely their charges in the construction of the same.

EDUCATIONAL NEWS.

THE STATE SUPERINTENDENT has issued a revised edition of his circular on the Grading System for the Country schools. It is now ready for distribution among the teachers of these schools throughout the State, who have not the copies of the one on the same subject funished them a year ago. It is placed in the hands of the County Superintendents who apply for it, to be sent by them to these teachers. The article on "The Arrangements for Examinations and Graduation," has been carefully re-written, and several important additions made to it. In order that many teachers in the ungraded schools may read it at once, we publish it in full as follows:

Besides the occasional examinations of pupils for the purpose of assigning them to the different classes under each Form, and noting their progress in these classes, there should be held three stated ones, each at the close of the work in a Form. The first two are for the object of determining whether the pupils are fitted to be tranferred from the Primary to the Middle Form, and from the Middle to the Upper. The last one is conducted to ascertain whether those who have finished the studies of the Upper, are entitled to graduation in the complete Course of Study.

On all these occasions, certain regulations should be adopted and firmly observed. The examinations for entrance into a higher Form should take place near the close of a term, so as not to interrupt greatly the regular exercises of the school. That at the completion of the full course may best occur once a year, probably at the end of the Winter Term. The pupils should be questioned, at such times, under both the oral and written methods — the oral predominating in the first examination, and the written in the last. A minimum standing for each study, and an average for all the studies should

be selected. No pupil should be promoted from one Form to another, or allowed to graduate in the Course, who does not reach the minimum and the average standings. This means that no importunity from any source, and no spirit of favoritism on the part of the examiners, should be the cause of permitting any pupil to pass these ordeals without he has pursued every prescribed study. The character of the work done by him in the daily recitations, and his attainments as tested in the occasional examinations, may very properly be allowed to influence the minds of the examiners in determining his final standing.

The first two examinations should be held by the teacher under such advice and consent as the district board may give, and under such directions as the County Superintendent may prescribe. For example, the latter may furnish the questions, either written or printed, which the teacher should lay before the pupils of the Primary and Middle Forms. He may also suggest what standing should be fixed at each of these examinations.

When practicable, the examination at the end of the Course should be conducted, with the co-operation of the teacher and district board of the school, by the County Superintendent himself, assisted by two or more persons whom he may appoint. It should be held in a public place, where should be assembled all the pupils who desire to submit to the examination, from the different schools in a town, or in parts of two or more adjacent towns. If any applicant has not passed the previous examinations, he should at that time be questioned in all the studies of the Course. If the Superintendent is not able to perform his work, or does not perform it in the manner above described, then the teachers of the town or of parts of adjacent towns can, with the approval of their district boards, combine together to secure this final examination; and they can choose three persons, of their own number or outside, to attend to this duty at such time as may be selected. On this occasion, it would be well for the teachers, members of the district board, and others interested to be present; and they could very profitably make it a season for honoring, in some public way, the pupils who are successful in the examination. But in some counties of the State it is impracticable, if not impossible, for the County Superintendents to be present at the examinations in the several towns under their jurisdiction. They have now nearly all the work which they can perform, in licensing teachers and in visiting schools. It may be considered unwise for the teachers of a locality to organize for the purpose of conducting an examination. Under such circumstances, the best method is for each County Superintendent to select annually a day for the examination in his county, to prepare for it a set of questions, to accompany them with proper instructions, and to send them in sealed envelopes to be opened on the day of the examination by all the teachers who have given notice that they have pupils prepared to graduate. The examination papers of the pupils should then be forwarded by the teachers to the Superintendent with the statement that they have fully complied with his instructions; and

the Superintendent should then proceed to mark the papers and to issue diplomas to the pupils who have mastered the studies in the Course. All this work could best be performed near the close of the Winter Term of the schools, as then the Superintendent usually has the most time to attend to such extra duties.

Teachers in conducting the examinations for promotion of pupils from one Form to the next higher, will be grateful for the following directions, which were prepared, in most part, by Prof. C. F. Viebahn, now City Superintendent of Watertown, as the result of a conference held last winter by me with some of the County Superintendents in the North Eastern section of the State.

REQUIREMENTS FOR ADMISSION OF PUPILS TO MIDDLE FORM:

I. *In Reading and other Language Lessons.*

1. Intelligent, distinct, and ready reading of any lesson in the Second Reader in use in the school.

2. Ability to recite from memory a number of pieces which together contain at least as much matter as four pages in this Reader.

3. A knowledge of the substance of the lessons read or recited,— to be tested by questioning.

4. Correct pronunciation of words found in the Reader.

5. Ability to use correctly in sentences the words of the Reader.

6. Ability to syllabicate and to spell orally, by letter and by sound, the words of the Reader, to accent any syllable of a word, to emphasize any word in a sentence, and to give any word the rising or falling inflection.

II. *In Writing and Spelling.*

1. Ability to copy readily, correctly, and legibly any paragraph of the Second Reader.

2. Correct spelling of words found in the Reader.

3. Writing sentences dictated by the teacher. This writing to show correct use of capitals at beginning of sentences and in ordinary proper names, and of period and question marks.

4. Ability to recognize letters and combinations as representatives of sounds, letters representing several sounds, and silent letters; to name the different punctuation marks and others found in the Reader.

III. *In Numbers,*— processes to be written and oral.

1. Ability to write, add, subtract, multiply, and divide simple whole numbers. Numbers involved not to be greater than 1,000; factors and divisors not to be greater than 10.

2. An understanding of the fractions whose denominators are not greater than 10, and the simpler processes to which they can be applied.

3. A knowledge of the denominate numbers in familiar use.

4. Ability to perform examples involving easy combinations and simple applications of the ground rules.

5. Exercises in Roman Notation to 50.

IV. *In Geography and Object Lessons,*— common knowledge only required.

1. Drawing maps of the school room, the school-house site, and the school-district.

2. Comprehension of the elementary ideas of distance, position, direction, time, motion, form, and other common properties.

3. A knowledge of the most manifest properties, peculiarities, and uses of the animals, plants, and things found in the vicinity.

4. Ability to locate and describe the hills, valleys, ravines, woods, marshes, openings, springs, brooks, creeks, rivers, ponds, and lakes,— the farms, roads, houses, bridges, etc., in the school-district.

5. A knowledge of the occupations of the people living in the vicinity—the tools used and the processes and objects of their work.

6. An idea of the more elementary properties of the globe,— such as indicate the shape of the earth, directions upon it, and its daily rotation and yearly revolution.

REQUIREMENTS FOR ADMISSION TO THE UPPER FORM:

I. *In Reading.*

1. Intelligent and expressive reading of any lesson in the Third Reader used in the school; also ready reading of any selection of easy prose not previously studied.

2. Ability to recite with proper expression, from memory, a number of pieces which together contain at least as much matter as six pages in a Third Reader.

3. A good comprehension of the thoughts and ideas expressed in the lessons read or recited,— to be tested by questioning and by requiring the lessons to be reproduced in the pupil's own language.

4. Correct pronunciation of the words found in the Reader.

5. Ability to use correctly in sentences the words of the Reader.

6. A knowledge of the classification of the oral elements, with their diacritical marks, and the ability to produce any sound of the language alone or in combination.

7. The accented and unaccented syllables of words in the Reader distinguished.

II. *In Writing, Spelling, and Language Lessons.*

1. Ability to write legibly and neatly on paper a paragraph given to copy. The writing to show a knowledge of the elements of penmanship,— forms, principles, spacing, slants, turns, movements, etc., — according to some system.

2. Correct spelling of words found in the Reader and in the other text-books studied.

3. Writing correctly verbatim from memory brief lessons recited, also correct writing of paragraphs dictated.

4. Writing the substance of reading and other lessons studied with tolerable correctness, as regards spelling, capitalization, and punctuation.

5. Writing brief descriptions of familiar objects.

6. A knowledge of the distinction between nouns, verbs, adverbs, and adjectives, and between common and proper names; a knowledge of the more comprehensible uses of the comma, the hyphen, and the apostrophe; and a knowledge of the construction and the essential elements of ordinary sentences found in the Reader.

III. *In Arithmetic*,— numbers without limit as far as millions,— processes, oral and written,— insight into processes, but no logical demonstrations or analyses should be required.

1. Ability to write, add, subtract, multiply, and reduce simple and compound numbers, integers and fractions, common and decimal fractions.

2. A good knowledge of the tables of denominate numbers.

3. Ability to perform operations involving easy combinations of the processes named, and to apply the processes to transactions of frequent occurrence.

4. A knowledge of the simple properties of numbers, of factors, of exact divisors and multiples, and of the more technical terms in Arithmetic.

5. Exercises in the combinations of the letters in Roman Notation.

IV. *In Geography.*

1. A knowledge of the meaning of maps, their scale, etc. Ability to draw the town, county, and State maps, and to show a knowledge of our system of survey, and of the descriptions based on it.

2. A further knowledge of the earth as a globe; of its points, lines, and divisions; of its zones, climate, and the phenomena of day and night, and of the seasons; of the location of points on it by latitude and longitude; and of its grand divisions of land and water.

3. Ability to draw an outline map of any State or country,— representing the more important features of land and water.

4. Good conceptions of characteristic scenes of the most interesting and important places in the world.

5. A knowledge of the industrial, commercial, and political relations of the county in which the school is located.

V. *Local History.*

1. Comprehension of some of the elementary ideas on which history is based.

2. A knowledge of a few incidents in the history of the locality tested.

3. Relate an account of a striking event in the history of this country.

Certificates should be granted to all pupils who pass any of the examinations, for promotion from one Form to another, and for graduation. These should be neatly printed, and should designate the branches in which the pupils have been examined. In the two instances for promotion, the certificates should be signed by the teacher, and the director of the district in which

the school is maintained; and in that for graduation, by the teacher, the director of the district, and the County Superintendent or the committee chosen to conduct the examination. The certificates for promotion and the diploma for graduation may be worded as follows:

COMMON SCHOOL CERTIFICATE.

Primary Form.

This certifies that —— ——, of District No. —, in the town of ——, in the county of ——, State of Wisconsin, is entitled to promotion to the Middle Form, as —— has this day completed that portion of the Course of Study in the Common Branches embraced in the Primary Form of the Public School of said District, with the standing therein, as follows:

Reading ——, Spelling ——, Writing ——, Language ——, Numbers ——, Geography ——.

Given at ——, in the county of ——, State of Wisconsin, this —— day of ——, A. D. 188—.

—— ——, *Teacher.*

—— —— *Director of Dist. No.* —.

COMMON SCHOOL CERTIFICATE.

Middle Form.

This certifies that —— ——, of District No. —, in the town of ——, in the county of ——, State of Wisconsin, is entitled to promotion to the Upper Form, as —— has this day completed that portion of the Course of Study in the Common Branches embraced in the Middle Form of the Public School of said District, with the standing therein, as follows:

Reading ——, Spelling ——, Writing ——, Language ——, Arithmetic ——, Geography ——, History ——.

Given at ——, in the county of ——, State of Wisconsin, this —— day of ——, A. D. 188—.

—— ——, *Teacher.*

—— ——, *Director of Dist. No.* —.

DEPARTMENT OF PUBLIC SCHOOLS.

In —— County, Wisconsin.

COMMON SCHOOL DIPLOMA.

This certifies that —— ——, of District No. —, in the town of ——, has this day completed the Course of Study in the Common Branches, required by Law to be taught in the Public Schools of the State, viz.: Reading, Spelling, Orthoepy, English Grammar, Arithmetic, Geography, Writing, United States History, and the Constitutions of the United States and Wisconsin.

Done at ——, in the county of ——, State of Wisconsin, this —— day of ——, A. D. 188—.

—— ——,

County Superintendent of Schools.

—— ——, *Teacher of District No.* —.

—— ——, *Director of District No.* —.

SUPT. LUNN sends out a very important circular this fall to the teachers of Sauk county. We clip from it the following items on the gradation of the country schools:

EVENING UP.

Your main trouble will be in having pupils do the work in all the branches of the lower forms before taking up those of higher forms, so as not to be "mixed" by having work in more than one form. They may not be doing all the work of any form at one and the same time; but they should finish all the work laid down in one form before commencing anything in another. *Evening up* does not so much mean that all the pupils in a form shall be equally advanced and pursuing just the same lessons, as it means that each pupil by himself shall be *taking as much of one branch as of another* in his form, and not taking what he pleases and skipping what he dislikes. As all pupils of one form do not enter it at one and the same time, so they do not all go out of it at one and the same time, but each by himself as he completes the work: the time of doing which is determined by his ability and regularity of attendance. Irregular attendance and lack of uniformity in text-books are not at all fatal to classifying by forms, as each pupil, in the time he does attend, can pick out the work of his form in his own text-books, which in some arrangement or other supply all the course calls for.

It is not by turning pupils back in their advanced studies that evening up is to be accomplished, but by bringing up their back work and skipping some of the least necessary topics until they may be worked in when reviewing, to the neglect of their advanced studies.

Lessening mixed pupils is a mere matter of *willing* and contriving, and the poorest contrivers will have the most pupils mixed and the most opposition in working the course.

REGISTERING BY FORMS.

To accomplish this evening up and keeping even, your great lever is *Registering Pupils by Forms*, placing each in the *lowest* form in which he has any work unfinished. This means that you are to register him *down* to his lowest work instead of up to his highest work, making his unfinished work an irritant to its mastery. What he does not know or take is thus advertised to touch his pride. As the course has but three forms, so your register will have but three forms, in one or the other of which each pupil must rank, no such thing as a "Mixed Form" being known; pupils may be mixed but a form cannot.

By this mode of registering, no pupil will be enrolled in the Upper form who is not free and clear of everything in the Middle form; he cannot be in the Upper form and be mixed.

For the first two weeks, keep your roll on a loose sheet, placing each pupil in the same form in which his last teacher registered him, unless good reasons for a change appear. Pupils not previously so registered, you will orally or by writing examine to determine their classification.

By the end of the second week, your school should be so organized that you can register it by forms, leaving a few lines between each form for later entries.

SEAT PUPILS BY FORMS

So far as convenient, and tending to better management; but this is a mere matter of arrangement, and has nothing to do with the success or failure of the course, and may be disregarded if advisable.

EXAMINATION.

Whether you have any pupils to promote or not, examine all pupils in this course about two or three weeks before the close of the term, and record their standings where the next teacher may see them, in the register if you can, or on a loose sheet if necessary. Do not confine your questions to your one term's work, but stretch them to test all the course that the class have taken.

Pupils in the Lower form may have their standings simply *estimated* by the teacher. In the Middle form have twice as much oral as written examination; and in the Upper, have twice as much written as oral. Be fair but not extravagant in standings. It is noticeable that the lower the teacher's standing on his certificate, the higher his pupils stand. Monthly formal examinations are nuisances, if reviews have been what they should be. Promote only those who merit it by thoroughly completing all work laid down in their lower forms, excepting drawing and music, which should be taught wherever possible.

GRADUATION.

If you have pupils who have thoroughly mastered everything in the whole course, excepting music and drawing, you will by the first day of February notify the County Superintendent of such candidates for graduation, and he will forward you questions and instructions for their examination. The papers which these candidates prepare, you will forward to the Superintendent for decision. None will receive diplomas unless these conditions are complied with, and such graduation exercises will take place but once per year at close of winter term.

To lessen postage procure thin paper on which pupils should write on both sides, except a fourth of one side for filing. Have papers written, folded, and filed in the neatest style, as these have a bearing on graduation.

A prominent lawyer in one of our cities sends us the following statement, which we present to the readers of the JOURNAL, without endorsing the correctness of the position taken:—

Our school-district voted under subdivision 12, of section 430, Revised Statutes, at their last annual meeting, to admit, to the privileges of their school, persons situated as my children are in an adjoining district, upon the payment of $1.00 a month as tuition fee.

The question has arisen in my mind, and I have suggested it to the district board of this place, whether, under our Constitution, any such terms can be imposed, it, the constitution, providing that district schools shall be free and without charge for tuition to *all* children between the ages of four and twenty years, my children being within these ages. See Constitution, Art. 10, sec. 3.

The language of this section is unqualified. It is "all children." It must relate, however, to children living within the State, for no legislation can have effect beyond the boundaries of the State. The language, therefore, means all children within the State. Can it have a narrower meaning? Can it mean all children residing within the district, that is, shall it be read thus:—"Schools shall be free and without charge for tuition to all children residing within the district." Such construction would be unfortunate, for there might be no school taught in some districts. In such case, scholars residing there should be no worse off than those residing in districts where schools were taught, that is, they should have the same freedom to go to school. If there should be a charge for tuition allowed, it should be against the district where the scholar resided, and not against the scholar, thus making it of no pecuniary advantage to the inhabitants of a district not to have a school, or to have a cheap one.

If the true construction of the Constitution should be that a tuition fee might be charged to a district where scholars residing therein went to another district school, it would result in the improvement of all the district schools, for each would see then that if it employed an incompetent teacher it might be taxed to help pay a competent teacher in some other district, and it would probably also result in larger districts and a greater number of graded schools.

NEW PUBLICATIONS.

HUDSON'S SHAKESPEARE. For Schools and Families. Cymbeline and Coriolanus. Boston: Ginn, Heath & Co.

These two plays which are among the later and most mature and finished of the great bard's productions, terminate the series selected and specially edited for schools and families. The series embraces twenty-three choice plays, as follows: Midsummer Night's Dream, Merchant of Venice, Much Ado about Nothing, As You Like It, Twelfth Night, The Tempest, Winter's Tale, King John, Richard II, Richard III, Henry IV, Part 1, Henry IV, Part 2, Henry V, Henry VIII, Romeo and Juliet, Julius Cæsar, Hamlet, King Lear, Macbeth, Antony and Cleopatra, Othello, Cymbeline, Coriolanus. We would call special attention to Mr. Hudson's judicious expurgation. For instance, in King John, Act I, he is obliged to omit fifty-one lines to make it at all suitable for school use. Long experience with mixed classes has fitted

him well for this task. See, also, his Othello, which requires a very free use of the knife and great judgment lest the unity of the play be marred. Considering the excellence of his work, we are not surprised to learn that his School Plays have had a copyright sale of 83,771 volumes, in the last six years.

The Harvard Complete Shakespeare, lately issued, in ten or twenty volumes, as preferred, is destined, we think, to be a favorite with the public. It embodies the ripe results of a long and loving study of the poet, and justifies the saying that it requires genius to appreciate and interpret genius. We most cordially commend the School Shakespeare to teachers of English Literature and to heads of families, and the Harvard Edition to the general reader.

THE NORWAY MUSIC ALBUM. Edited by Auber Forestier and Rasmus B. Anderson. 258 pages. Price $2.50. Oliver Ditson & Co., Boston, Publishers.

The wierdly wild and strange music of the Norseman, with which we have become acquainted mainly through the efforts of Ole Bull, is here presented in a most acceptable form, with both the original text and an English translation. Here we find folk-songs, dances, national airs, etc., in great variety, and some choice selections from the recent compositions of the modern Norse composers, who have zealously followed up the opening made by Ole Bull and given Norway's characteristic music a distinctive place in the musical world.

The collection comprises the simple folk-songs and dances as sung and danced by them as they went about their daily tasks, or gathered in festive groups to celebrate some passing event in their simple, frugal way of living. Simple though the theme, the music is at all times fresh and vigorous and full of the spirit and energies of its makers. It is of not more than ordinary difficulty, filled with the sweetness of melody, and tinged at times with a melancholy sadness, which lends an even greater charm to music already strong and of a superior quality. In Part II, which includes a few vocal solos with piano accompaniments, are vocal quartets and piano pieces, which illustrate very clearly the wonderful progress made by Norway's masters of song in the individuality, strength, and distinctive character of their writings.

The story of the hardy mountain life, the frugal fare and simple wants and ways, the quaint legends and queer superstitions of the Norseman, will forever present a charm of its own to those with whom

> "'Tis pleasure to hear the old story
> Of the deeds that are treasured in song."

The traditions of the adventures and battles of their heroic sea-kings, their conquests and discoveries in the Northern seas, their river spirits and protecting spirits, their wild songs and mountain calls, their rustic dances and village fetes, are of more than passing interest. As we read of the natural grandeur and beauty of

"Old Norway with her summer bowers,
Her rock-bound shores, her snow-covered towers,"

or listen to the sturdy sailor's cry,

"Where stays the King's Long Serpent?
Wherefore comes not Olaf Trygvason?"

and in that same hour hear the sea give back its answer,

"Taken the King's Long Serpent!
Fallen is Olaf Trygvason!"

a fascination that is hard to shake off steals over us, and in common with our own poet Longfellow to the music of his rhythmic measure, we delight to glide back upon the river of Time, and mingle amid the scenes which his fancy has pictured for us.

In the "Norway Music Album" all the beautiful sentiment and indefinable longings of this strange people and the wild romanticism and grandeur of their snow-capped mountains and sea-girt shores are depicted in the original Norse dialect (with English words as well) and set to music by Norway's native composers. They include all the charming compositions which Ole Bull so dearly loved, and with which he delighted immense audiences throughout the civilized world. There is an introductory chapter by Auber Forestier, which gives a very interesting account of the rise and progress of music in Norway, and several short sketches of her more prominent musical writers. The first edition of the work was sold in a week, and the "Norway Music Album" we predict will become a popular work throughout America.

ELEMENTS OF ALGEBRA. By G. A. Wentworth, A. M., Professor of Mathematics in Phillips Exeter Academy. Boston: Ginn, Heath & Co.

Prof. Wentworth is well know to be one of the foremost teachers in America. An examination of the book shows that Mr. Wentworth has made an algebra that will gratify an exacting taste. The perspicuity of the definitions, the rules deduced from processes immediately preceding them, and the thousands of examples for practice, which have been selected, arranged, and tested in the recitation-room by the author, and found suited to a book of this class, all combine to make this book one of rare excellence. The design of the author was to make a work that would be completed in a school-year, with one recitation a day. There are two editions of the algebra; one with the answers to the problems bound at the end of the volume, and the other without answers. We think the author has done a decidedly good thing in preparing this volume. The publishers have bound it strongly and neatly as is their practice.

ELEMENTS OF QUATERNIONS. By A. S. HARDY. Boston, Ginn, Heath & Co., $2.25. That the word Quaternions is not to be found in Appletons' Cyclopædia shows how recent a science may already be incorporated into an ele-

mentary text-book. As the word indicates, the science depends upon four elements which are the plane of the vectors, the angle between them, the ratio of their lengths, and the second angle which is requisite to fix the plane.

The book is a model in every way and will be a delight to all the curious mathematicians who have a little leisure for something out of the old ruts and grooves that are so thoroughly worn.

A VOLUME of the Proceedings of the National Educational Association at its last annual meeting at Atlanta, Ga., will be sent postage prepaid to any one sending $2.00 to W. D. Henkle, Salem, Ohio. The names of all persons remitting $2.00 will be printed in the volume in the list of members for 1881, provided the remittance be received before the printing of the names. Life membership in the Association costs $20. The Secretary, W. D. Henkle, solicits correspondence in reference to the volumes of previous years, copies of those for 1865, 1866, 1873, 1874, 1876, 1877, 1879, and 1880, being still on sale.

FORBRIGER'S DRAWING TABLETS, published by Jones Bros. & Co., Cincinnati, Philadelphia, and Chicago, are a decided success. Last February we published in the JOURNAL an article clipped from the *Whitewater Register*, commending the success in drawing achieved by the pupils in the public schools. The fact that the revival in this branch took place soon after the introduction of these *Tablets* is as good an argument in their favor as could be made. If there is anything better in their line, we have not seen it.

FIVE CENT ECLECTIC SPELLING TABLET, published by Van Antwerp, Bragg & Co., Cincinnati and New York, is a very good thing indeed. The design is to facilitate written spelling from dictation. The tablets may be used by pupils standing in classes, as they are blocked on stiff board and can readily be written upon while held in the hand. Each tablet contains twenty-five lessons, of forty words each, on fine manila paper. Sent to any address on receipt of price.

NOTES.

ASTHMA sufferers should write to H. P. K. Peck & Co., New York City. See the advertisement headed "Asthma Cured," in another column.

MISS SARAH A. STEWART, formerly the principal of the City Normal School of Milwaukee, has returned from her European tour, and will spend the winter in New York.

PRIN. KINNEY, of the Darlington High School, writes: "The present year, I think, bids fair to be the pleasantest and most satisfactory of my first seven years' work at this place."

A DAY or two spent in the town of Pewaukee last week by Prof. Rankin resulted in securing several hundred dollars for the endowment fund of Carroll College. *Waukesha Freeman.*

THE attendance of students this Fall Term at Milton College reaches nearly 140. Twenty-five of them are Scandinavians, who have accompanied Prof. Evenson, a teacher in the Institution.

PROF. J. H. CHAMBERLIN, formerly of the Whitewater Normal School, having recently completed a year and a half's study abroad, is now teaching linguistics in Marietta College, Ohio. He is a good man, and the college is fortunate. Ohio's gain is Wisconsin's loss.

THE annual meeting of the regular conductors of the Teachers' institutes will be held at Madison, opening Monday evening, Dec. 26, and continuing through the following day. The outline of the instruction to be given in the institutes for next year, will then be presented, discussed, and settled upon.

THE city of Dodgeville has recently wisely adopted the Free High School System, without a dissenting vote. The voters of that city were evidently wise enough to see, after a careful reading of the laws, that, instead of being a loop-hole for additional expense, it will, in fact, prove a saving to the district of several hundred dollars annually.— *Ex.*

THE teachers of Door county last September organized a County Teachers' Association and commenced work with a five days' session. The secretary, Miss Hattie Squier, writes as follows: "We have some thoroughly live teachers who are determined to see the association do good work, and who will not rest until they have earned for Door county a place among the best educational counties in the State."

PROF. G. S. ALBEE, the president of the State Teachers' Association, informs us that the semi-annual session of that body will be held at Madison, beginning the evening of Tuesday, the 27th of December, and closing on the 29th. The convention of the county and city Superintendents will occupy the afternoon of Wednesday, the 28th. It is thought best to invite the Academy of Arts and Sciences to provide exercises for the evening following.

A RECENT report states that in Connecticut, which contains over 20,000 French-Canadians within her borders, the law compelling the attendance of all children between the ages of 8 and 14 at some school, for at least twelve weeks in the year, is readily enforced to such an extent that the number of children illegally out of school last year was but a little over one per cent. of the whole number. This is due to the fact, that the business of enforcing the law is put into the hands of one man, who acts as the agent of the State Board of Education.

A FORMER student of one of the editors of the *Journal of Education* is now the professor of Greek in Oberlin College, Ohio, and the author of a new edition of Xenophon's Memorabilia and he writes under the date of the 19th of last month, as follows: "It is with feelings of pleasure that I address you, recalling, as I do, the instruction which I once enjoyed in your class-room. It has stood me in good stead. The Green Grammar I bought in Milton, di-

lapidated, but enriched by many original notes and examples, is now the authority in this whole college."

THE Board of Education of Milwaukee are considering the propriety of opening Kindergartens in all their district schools. A resolution to that effect has been introduced, and a committee has been directed to report upon the subject.

Since the above was put in type, we have learned that the resolution was adopted by the board and that Supt. McAllister was directed to proceed toward the early establishment of the Kindergartens.

PRINCIPAL MAHONEY, of Ontario School, Vernon county, who has entered upon his third year at that place, informs us that the Fall Term of his school opened with a very large attendance, especially of non-resident pupils. The school is in need of another department for high school instruction. Since the last annual meeting of the district, many improvements have been made, and among them is the thorough renovation of the school building, and the purchase of an addition to the school grounds, which will be fenced and ornamented with trees.

SUPT. RATCLIFFE, of Langlade county, writes, under the date of the 14th of last month, as follows: "The institute at Antigo closed Friday last, and I am pleased to say it proved a complete success in all particulars. Twenty teachers were present, and a more enthusiastic working class could not have convened. The recent heavy rains rendered our roads literal canals, and yet some of the teachers traversed them on foot, in a driving rain, a distance of ten miles, the whole distance nearly in an unbroken wilderness. A second week of similar work will occur toward the close of February next."

GEN. J. W. PHELPS, whose article on the "Value of Good Manners" appears otherwhere in this number, is the author of a book on "Good Behavior." The following is an extract from the work:

HAND-SHAKING.—The act of shaking hands is better suited for friendly greetings than for a court ceremony. Men in high position should be spared a frequent repetition of it on occasions of public reception; a bow, or gentle inclination of the head, is a sufficient interchange of civilities on such occasions; and perhaps it is enough in the ordinary salutations between the sexes.

SUPT. DORE, of Clark county, writes: "We have had terrible work in getting the mails through in this part of the State. I did not get all my reports from the town clerk's until this week (the last in October); and some of them are so badly filled out that I must get more complete ones before I can finish my annual report to you. This will take at least two weeks' more time. In holding my fall examinations of teachers, I had to swim my team through two streams to reach Colby. It is almost out of the question to get about at all in this county. The small streams have been big rivers a large part of the past six weeks."

THE STATE SUPERINTENDENT has appointed the following Board of Visitors at the Normal Schools for the present school year:

Platteville—Prof. John E. Davies, Madison, Miss Lucy E. Foote, River Falls, Prof. Lewis Funk, Bay View.

Whitewater—Rev. O. U. Whitford, Walworth, Hon. Henry F. C. Nichols, New Lisbon, Prof. Henry D. Maxson, Milwaukee.

Oshkosh—Prof. C. F. Viebahn, Watertown, Prof. Albert Salisbury, Whitewater, Prof. Dwight Kinney, Darlington.

River Falls—L. D. Harvey, Esq., Sheboygan, A. C. Dodge, Esq., Monroe, Supt. C. D. Tillinghast, Bloomer.

THE Board of Visitors at the State University, for the year ending June 20, 1882, have been appointed by the Regents of the University, as follows:

For the Regents—Hon. W. C. Whitford, Madison; Geo. Koeppen, Esq., Milwaukee; and Hon. Jno. G. McMynn, Racine.

The State at Large—Rev. Thos. R. Williams, D. D., Milton; Hon. John Johnston, Milwaukee; and Frank Siller, Milwaukee.

The Congressional Districts—First, Rev. Eli Corwin, D. D., Racine; Second, Col. Geo. W. Bird, Jefferson; Third, Hon. Philo A. Orton, Darlington; Fourth, Prof. Geo. W. Peckham, Milwaukee; Fifth, Almon Clark, M. D., Sheboygan; Sixth, Prof. Geo. S. Albee, Oshkosh; Seventh, Hon. A. A. Arnold, Galesville.

THE five best spellers in the Viroqua Institute were as follows: Lucy R. Dawson, Anna M. Mc Dermott, Miles M. Dawson, M. Texanna Cobb, and Caroline Jacobson.

The best at the Walworth county Institute, held at Delavan, were Mary Cahill, Frances S. Smith, Mary C. Warne, Helen U. Sturtevant, and Hannah M. Voorhees.

In both institutes the work included capitalization and punctuation as well as spelling.

The names of the five who missed fewest words at the Durand Institute, are as follows: Miss Jennie M. Goodrich, Miss Sophy E. Perry, Mr. Chas. H. Keyes, Miss Mary E. Peel, Mr. William E. Alkire.

MISS CLAPP, who has so acceptably filled the position of Superintendent of Schools for St. Croix county, is being urged for re-election by all the teachers. We believe that Miss Clapp, with Miss Hosford, of Eau Claire, are the only two female Superintendents of Schools in the State, and they have both given great satisfaction. *Chippewa Herald.*

The Herald man has forgotten Miss Florence Tickner, of Dunn county, who has filled the office of Superintendent for the past two years with such satisfaction that she will probably be re-elected. *North Wis. News.*

And both men appear to have overlooked Miss Minnie H. Kelleher, of Brown county, who takes rank with the best of the other three, and four better County Superintendents could not be found with a search-warrant.

THE following from Prin. J. H Gould, of Oconto, Secretary State Teachers' Association, explains itself. The "Course of Reading" was published in the July number of the JOURNAL:

"An apology is due you and Pres. Albee, at my hands for not attending, as Pres. Albee requested, to mistakes in the report of the committee on *Course of Reading for Teachers.*

Will you please make the following corrections, for the benefit of some who might be misled by the mistakes in typography:

Third year, No. 4, Homer's. Fourth year, No. 2, Masson, instead of 'Mason,' and Yonge, instead of 'Young.' No. 4, Paradise Lost.

Schools open more than full. About seven hundred enrolled, with eleven teachers. Course of study in course of preparation, there never having been any. A new building of four departments going up."

PRIN. J. H. TERRY, of Mineral Point, is editing a very interesting "Educational Column" in the Iowa County Democrat. In opening the department recently he made the following points:

"It is a gratifying fact that such a department not only finds a place and is read, but that a sentiment exists strong enough to demand it. It is an indication of right opinions on the part of the public in regard to popular education."

"Whatever the condition of the various educational agencies, either in town or county, no one can deny that they are susceptible of improvement; and if any improvement is made, or even if present efficiency is maintained, it must be done by means of a favorable sentiment. It should then be sufficient excuse for the opening of this column that its principal object is to promote the growth of such a sentiment."

SUPT. NEILL, of Columbia county, issued last month, a circular to the school districts of his county, to be read at the annual meetings. Among the items on the circular, we find the following:

"During the present year there have been built or are in process of being built in this county, eight new school-houses. There are still a few more districts that ought to take this needful step of improvement. If yours is one of them, please do not delay action in this matter. Many more districts have thoroughly repaired their old school-houses, where it was not entirely necessary to build anew. Even this is a highly commendable step. In all cases, it is not expecting too much, when it is asked, that the school-houses be as comfortable as the homes from which the children come. To this end an improved mode of seating is necessary for many of your schools. Most of the old "box seats" still in use are simply instruments of torture. There is no doubt that poor school-houses, ill-ventilated, and poorly seated, are the source of more aches, pains, and diseases in after life than is commonly attributed to these causes.

"The State Superintendent for several years has been urging the need of better classification in our district schools. The plan of work, in printed form, has been distributed to the schools of our county during the past year; and in many instances the good effects of it have already become apparent. It is very essential that officers and patrons of the schools should take an interest in this work and help it forward; as anything that will enable us to get better results from the money annually expended for teaching, is what we ought to adopt."

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THE PRACTICAL IN EDUCATION.

(A Paper read by Pres. Geo. S. Albee, before the Annual Meeting of the Wisconsin Teachers' Association, at Appleton, July 8, 1881.)

However persistently scholars and trained thinkers may agree that all education, and nearly all learning, is truly "practical" when traced to its ultimate results, even though it bear fruits chiefly in other men or distant ages, it is certain that the term "practical" is, in such argument, wrested from the meaning in which the mass of mankind couch their protest.

A practical education must train the mind to a ready and accurate recognition of the conditions and relations under which facts exist and events occur, so far as these may be determined without recourse to first principles. Such an education has for its chief purpose the adaptation of the individual to the immediate conditions of his life. He must be made prompt to infer results from facts, and ready in devising plans whereby the shifting force of circumstances may be made to work a constant good. Nothing less than this can justly claim to be practical, while a course embracing an extended field of learning may fail to meet the requirement.

The demand for a practical education has humble aspirations, and its end is individual and definite; seeking only such training as shall lead men to work out worthy purposes conveniently and well.

Fully ninety per cent. of the occupations demand the maximum of skill with a modicum of philosophy in the workman, and re-

quire of our schools that the *how* shall not be ignored while teachers and class run a race for the *why*.

Teachers, in their associated capacity, are often led astray in discussing important topics, by their character of government employé. The legal requirements, aids, and limitations with which our work is hedged, lead us to rely overmuch upon some remedy in law or some formal expedient for correction of professional ills. Hence, your committee appointed to discuss "the practical in education" have felt the force of probable intent of the ordinary body impelling to the consideration of formal ways and means by which teaching shall be made to work for practical good, without much, if any, change in our own habits. That is, shall not some change of the curriculum be made, some branch be discontinued and another substituted, and less prominence be accorded to an old and more to a new idea, until the demands of conscience and the community are stilled?

While too much credit is not likely to be given to the earnest thinkers who trace the exact value of the various branches in which human thought has schemed its activities, has not too much school energy been expended in tracing the origin of material and too little attention been paid to skillful building with the stock in hand?

The practitioner is a quack, who has decided, either empirically or upon general principles, that one drug is better than another, and thenceforth deals it out regardless of varying conditions. Knowledge is of most worth, only when joined with insight that guides its application.

The practical training of old Greece is a poor guide for the American, and the living of the sixteenth century would be all too meager for the larger life of the nineteenth. The education best adapted to the contemplative life of a Hebrew shepherd, would poorly equip a man for the close competition of modern commerce.

Are there, then, any principles which link the to-day so closely with by-gone ages that we may rest upon a common ground in education; or must it be a study of mental meteorology, in which we determine the signal for the day, then turn to our social barometers to chart what the next shall be?

We may safely predicate that this intangible thing we call life

is the product of man's capacities and his opportunities. The former remain essentially unchanged through the ages, and the latter are modified only by the slow increment of our discoveries in nature's unchanging course. We need, then, anticipate no violent change of needs from generation to generation, such as will unsettle any sound philosophy; provided, it has the vital germ and is not a perfected crystal.

With the wonderful store of thought and example bequeathed us by the ages, we are in much greater danger of erring in our manner of presenting it to the youth under our charge, than in the particular line of attainment afforded.

That we may compare views more readily, we suggest the following as the leading purposes of school work:

1. To lead the child to conscientiously recognize the logical relations subsisting between experiences.

2. To train the youth to a habitual attitude of inquiry regarding the language and the cause and effect of the phenomena crowding around him.

3. To open fields of thought which sustain important relations to life's processes and purposes, yet would remain barren if not cultivated.

4. To afford the man a fairly broad basis of comparison by which he may shape his course with reasonable certainty and little waste.

Most teachers in all ages have left the first two points, viz.: The orderly arranging of chaotic experiences, and the ready interrogation of the facts lining every step of life, to be settled by chance or blind instinct, while they sedulously attended to leading the mind to unfamiliar and remote fields for the culling of rare fruits. Does this plan lead to the best mental growth and the practical grasp of life-issues?

Many teachers talk fluently about what is and what is not the promise of school work, and practically are content to endow the pupil with the mechanism of thought, and to trust the future to beget the thinking. With such it is absolutely necessary that the pupil shall learn the characters used in reading, but it is not due that the rich experiences of the child's life shall be taught to interpret the reading in any complete way. We carefully and minutely discuss the parts of a sentence, with scarcely the glim-

mer of an idea in the pupil's mind that his first business is to understand the logic of the writer, before the discussion of the form in which he clothes his thought is in order.

And yet, with all this ill-directed discussion of the forms of thought, we are in the midst of a literary mania which we have encouraged in the vain race to keep pace with the world's accumulation of thought. In this foolish struggle we are losing sight of the best and most natural processes of mental growth, by which, in his maturity, the man could clearly and wisely sift garnered treasures.

Education can never be a burden, if conducted by nature's methods, any more than the assimilative act that builds bone and muscle. Every strain after a result, regardless of antecedent mental stages, is a distortion or abortion.

Never in the world's history has the need of careful training in observation and logical examination of facts and theories, been so great as now. The child's horizon of experiences is to-day wider than that of the adult a few generations ago. Until these experiences are in process of ready assimilation in the child's mind, all effort to crowd yet further knowledge upon his attention is destructive and misleading, and most certainly postpones the period when he might appropriate remoter truth to advantage. A "prodigy of learning" is no uncommon thing, but a prodigious education is impossible. Learning is often deformed education, and excites attention by its very eccentricity, while the rightly trained mind has taken its food so fitly and steadily that no stage of remarkable growth is seen. "First the blade, then the ear, after that the full corn in the ear." Who would dream of either reversing the order, or of stripping or stunting in the first stages with expectation of harvest.

Just here the history of a crime against the pupil begins. The struggling of his nature to dispose of the open truths lying on all sides and paving his paths, is too rigidly repressed.

If, perchance, there be a soul so dormant as to be unattracted by these problems of life, but is content to sit where seated, stand where stood, commit when ordered, and rehearse when required, is it pain or pleasure that mantles his teacher's cheek and fills our heart?

Every experience, as every picture, is worthless unless a background of differing shade and shape throws the foremost in relief; and nothing vital can live unless bathed in an element from which its nourishment is drawn. Yet this is largely forgotten the moment the child enters the school room. He is desired, at the earliest moment, to so change the habit of thought and life that teacher and pupil alike divide his existence into school and not school. Is it not a fact that the child's school thought is not knit into his every-day life, and that his earlier experiences are made to minister but little to his task-getting? They are considered apart, the one to be taken up and the other laid down at the school room door.

The great ado about illiteracy in statistics and educational lamentations, with the almost total silence regarding the dearth of wise direction in the two great elementary stages of mental development (absolutely essential to any valuable use of letters), tells a sad tale of school ideals.

Says Carlyle, "My teachers were hide-bound pedants, without knowledge of man's nature, or of boys, or of aught save lexicons; innumerable dead vocables they crammed into us, and called it fostering the growth of mind." Who shall say that this wrong did not sow the seed of cynicism which scorched so many lives?

When the courses of nature are dammed to turn pin-wheels of thought, the burden of proof lies with those who do the deed.

"What would you do with the child in the first day of his school-life," is a question I have asked hundreds of teachers. "I would teach him to read at least one word;" "I would try to make him feel at home;" "I would tell him stories and try to make him like me," comprise about all the answers ever received; and no one ever consented to let him pass the second day without learning "at least one letter" or "one word," according to his theory of proceedure.

Efforts to elicit what should be done with that child for a week, a month, and a term, showed positively how utterly bare their minds were of any realization that other initial training of the child was necessary previous to independent search for the wisdom of the ages, except that of recognizing characters of the page.

This is not a question of kindergartens or any specific appliances. Every teacher who has the right conception of the line of least re-

sistance, and the food most readily taken in the growth of a child's mind, will never be troubled with lack of appliances of the right kind.

The practical teacher will live close down to the child's life, think once again his thoughts, and feel the stir of his emulations.

In our efforts to adapt our schools to the needs of the generation, we err, not in the kind or variety of topics presented so much, as in that our methods are stereotyped for all subjects. We teach natural history, physics, and chemistry as a catechism, measured by the page of some popular text; and require the pupils to cherish the skeletons of glorious thought as sacredly as the bones of their revered ancestors. The very fact that it is deemed a treasure to be carefully guarded lest it escape from the memory, is proof that the method of attainment is wrong. Our youth are required to enter upon the labor of life laden with bundles of knowledge weighing them to earth.

Bad as this is when the habits of assimilation are weak, it is incalculably worse when tests disclose wretchedly distorted truth. I quote from a recent journal a few verbatim replies to questions on Domestic Economy. "Infections are brought on by bad smells, such as small-pox, measles, scarlet fever, glass-pox." "They are brought on by sners, they must be well ventilated." "Measels, fever . . . are called disinfectionous, because they are catching." "Infection disease are caught by touching, such as charcoal, chlorid of lime, etc." From another school comes the following: "Digestion is paines in the head, paines in the stomach, bad tempers." "From digestion comes consumpzion, information, head-ache, neuralgis." Evidently these children have been dosed with "practical science;" and, so far as topic goes, no doubt the most earnest apostle of "The Culture Demanded by Modern Life" would find little of which to complain. But what a parody on culture or discipline, how poverty striken the minds fed on the best food in this wretched manner, resulting in this hash of distorted phrase and logic.

An able thinker has declared that all the branches pursued in a common school course could be well completed in three years by a mind trained to examine carefully the relations of every-day phenomina. Who doubts it?

Are the fruits, arising from our effort to secure good discipline

in practical thought through the medium of school work, so encouraging that we are reluctant to use far more of outside thought with diminished literary tasks? The youth of twenty should be a skilled workman with a cultivated brain; with nearly all the great realm of recorded thought yet beyond him and yet to be opened; but in no sense a sealed book, for his method of habitual reflection and careful investigation will easily turn the words of literature.

He should have learned that life and liturature are one and inseparable to the end of the earth.

It is this unholy division of the aspects of a child's life, during all the informative period of youth into school and not school, that is in the worst sense not practical.

In all the vocations of daily life this is not so; the direction how and the reason why a machine does an unfamiliar task in a certain way, is followed quickly by the deed, a product of this noble trinity; thought, direction, and deed.

I will refer to but one more phase of the vital question in school. Probably no motive power is so much retarded by the friction of its machinery, from the creaking cart of the Pembina half-breed to the multitudinous whirl of the giant factory, as is that of the school.

Doubtless, one fourth of the absentees from this convention have not yet caught their breath after the exhausting strain of the year; largely resulting from the lack of interest, the heedlessness, the indolence, and inaccuracy of pupils. But this condition of teachers is strength compared with large numbers of pupils. I extract from a New York paper of last week, "our readers have already drawn their own conclusions from the cases reported last week, of the effect of the cramming system in our schools upon children. One girl who succeeded in winning the highest honors, fell in a fit in the exhibition room and was carried home stricken with brain fever; another who had worked beyond her strength for a year in order to pass the Normal School, finding she had failed, went to the river and threw herself in; a third, a boy of fourteen, was stricken with spinal meningitis at his desk, and was even then kept there in order to have him, if possible, complete his examination. Last year, at close of examinations, two young girls were removed to the insane asylum, and one lad of eighteen blew his brains out because he had not passed."

Everybody knows that these few cases represent multitudes of children left every year with enfeebled bodies, and minds permanently impaired.

As is the wont, the newspaper scores deep but suggests no wiser remedy than, "Stop it." But we protest that "stop it" is not the best remedy. It is in ourselves, not society or school-books, that we are underlings; and these tragedies of the school room are becoming more and more frequent.

We have more freedom than we know how to use wisely. It is something more than indolence that prompts the frequent question of pupils, "What is the use?" Is the use of so much study unmingled with a large atmosphere of life, thought, and activity, clearly manifest to the wisest in this body?

Great good has come to man through cumberous and wasteful processes, yet man is rarely satisfied until the good comes with least cost and error. We all view these tasks as only means to other ends, either here or hereafter; but *do* we not by manifold devices untruthfully impress the child with a firm conviction that the subject-matter of each branch is a *very real end;* possessing, *per se*, intrinsic value? Were it not so, we would not hear of suicides and insanity at failures to pass examination. Boys do not blow their brains out when beaten at ball, nor do girls go insane over a dropped stitch or a ruined robe.

Our tests of what the youth has done smack too much of what he holds in memory, and too little of the application of the knowledge he has discovered. This method of stimulating or creating ideals is a degree above those governing the new course; but far beneath the character of true education. It warps, too often for life, the youth's estimate of the nature of education. It becomes to him a system of appliances; teachers and tasks, branches and books, examinations and degrees, fill the measure of his ideal; and the winner of the race is "educated," although he may be ruined in health, bankrupt in morals, and have but feeble conception of the relation of his acquisitions to the immediate, vital problems of life.

How necessary, then, that the teacher be one so widely schooled in life that before his vision the manhood of the child stands already revealed, the central object of all his thought, his life not

a union of distinct sections, but a cable twined of many cords, continuous, independent, reciprocal. No permanent strength ever gained for the one at the expense of any part; the whole life-thought of the child brought into the school room to throw light upon the unknown, and the entire thought of the school returning to the home to vivify every weary task with a new power and give guidance in many a dark path. With such a teacher as a bond of union and strength, lengthening the line of the parent's wisdom and turning the ignorant weakness of the child into lines of courageous expectation, the problem of the practical in school work is one of the noble elements in a complete education, and the evolving of a god-like man will no longer vex our deliberations.

LANGUAGE WORK.

By Prof. Albert Salisbury.

After all has been said — and doubtless too much cannot be said — about the training of the senses, etc., it still remains that the great, all-essential, indispensable work of a learner in the common school is the acquisition of language. Language culture is the pre-requisite and co-ordinate, the *sine qua non* of all other culture. Looseness in language is the tolerably sure index and accompaniment of general looseness in thought. The importance of sound, fruitful instruction in language, is paralleled only by its difficulty, and, I may add, its rarity.

Yet we find the great body of teachers seriously failing to realize the vital importance of language culture in its earliest phases and the fatal inefficiency of their own efforts in that direction. We hold it essential in other branches of study that the instructor shall have a more or less clear conception of the end sought. Without that there will be great and inexcusable waste of time and effort through sheer misdirection. And I wish just now to emphasize with all my power the indubitable fact that in no other line of school work — nay not in all other lines — has there been such an amount of misdirected, self-conflicting, stultifying work as in this one line of language. There is almost no intelligence among teachers in this direction. They do not even know what

the subject comprises. The majority of those whom I meet in the instututes are as much surprised to learn that Reading, for instance, is simply language study, as was the Frenchman to find that he had all his life been speaking prose. They fail to see any relation — much less the true relations — between the work they are attempting and the work of others before and after. They have as little consciousness of any proper correlation between the different branches of language study as between its different stages or periods. All their work is loose, lame, disjointed, hopelessly unpractical and unserviceable.

I have dwelt thus far on this state of things in order to call attention anew to the seriousness and difficulty of the problem which we have before us as leaders in education. So long as the present condition of language work in our schools remains, so long there will be room for new Richard Grant Whites to rise up in judgments of condemnation, at least half deserved.

The knottiest question which we have before us in our institute work is this very one, "How to teach language." What shall we say about it to the teachers whom we meet? What practical, really serviceable advice can we offer? It is easy enough to devise grammatical gymnastics that shall even interest the teachers while the institute lasts; we have had too much of that already. It is not difficult to spin some fine theorizing to which the teachers shall give a passive assent while they are listening to it. But what can we do that will be practically helpful in the school rooms? It is time that we took hold of this question with desperate earnestness,— time that we did a little real thinking about it.

I have no answer ready-made to offer, only a few suggestions.

What *is* the object of language study?. First, that we may receive the thoughts of others, not dimly, but in their true form and and color. Second, that we may have an adequate vehicle for the conveyance of our own thoughts. In bare school-master phrase, the ability to *read*, speak, and write correctly. I emphasize the word read, for is not the ability to read understandingly the most useful as well as one of the rarest of school accomplishments?

We shall agree well enough about the objects of language study, but what of its methods?

In order to secure some approach to intelligence in the treatment

of language, we shall all alike do well to observe the evolution of it in the individual experience. (a) The first step is partial comprehension, preceding the ability to use language at all, and arising from frequent association of facts and names. (b) The second step is imperfect imitation, becoming more and more perfect, of the language heard in home surroundings. (c) Next comes the instrumentality of criticism, parental and other, leading first to more perfect imitation and later to the imitation of more perfect models. (d) With the school, comes the introduction to written language, a second language in fact, which is henceforth to be learned with the other, the two in conjunction.

The reading class brings a new method, perhaps, but not a new mental process. It brings only a new application of the three processes already named, — partial but increasing comprehension, imperfect imitation, criticism tending to more perfect imitation. The models, however, are no longer those of the home, but those of the literary world.

As a matter of mere theory it may be said that the work of the teacher consists only in securing two things, more and more complete comprehension and more and more perfect imitation. But *how* to secure them is the problem.

I would answer, (1) Continue the processes of the home, making them more conscious and intelligent. To this end, let criticism be vigilant and untiring. A lazy teacher is worthless in this work, for the patience and persistency needed are incompatible with indolence. In the various recitations of the school, indolent exercise of the teacher's critical function is sure to engender linguistic vices, most offensive and ineradicable. It may thus happen that the "language class" itself may result in more injury than profit.

(2) Make more of the reading and spelling classes as vehicles of grammatical instruction. Let every recitation be a language lesson, not in any roundabout way, but directly and pointedly. Let the functions of words, the structure of sentences, the grammatical relations, as of pronoun and antecedent, verb and subject, principal and modifier, be frequently and critically examined from lesson to lesson. Crowd forward the pupils' vocabulary, not only toward an increased store of words partially comprehended, but also toward a fuller and fuller illumination of the older acquisitions, the more familiar terms.

(3) There must also be written work, use and practice as well as apprehension. And this must be continuous and methodical, not desultory and aimless. While valuing as highly as any one the freshness and spontaneity that are supposed to accompany what is known as *oral* work, I grow more and more inclined to give in my adhesion to text-book instruction at this point. Had we a Hiram Hadley, or a Mrs. Knox, in every school, or even in many schools, the need for a text-book were small. But the facts being what they are, I hesitate to preach the gospel of independency.

For the past year or more, I have been anxiously looking for some introductory text-book which I could confidently recommend to teachers as a basis, at least, for instruction. I want something that shall combine the merits of Swinton's Language Primer, Hadley's Lessons, and others of the same purpose. Perhaps I seek the impossible. But could we all agree in recommending some text-book to the teachers of the State, our work would not end then. Few teachers know how to get the best out of a text-book; some do not know how to get anything out. Their pupils are left to absorb what little they can, unaided or worse than unaided. Would we not do well to take some book on language into the institute, as we do the First and Third Readers, and illustrate its proper use? Whatever book be chosen for such a sanction, it must be one which explicitly requires much and frequent written work. I say *explicitly*, because otherwise the average teacher will omit to insist on it, or will manage it in so spasmodic and desultory a fashion as to fail of results.

(4) There is doubtless a place for something of grammar, the science of language, in our common schools; but that place is small.

I have come to subscribe fully to Prof. Whitney's view of that subject. He says: "That the leading object of the study of English grammar is to teach the correct use of English, is, in my view, an error, and one which is gradually being removed,—giving way to the sounder opinion that grammar is the reflective study of language for a variety of purposes, of which correctness in writing is only one, and a secondary or subordinate one—by no means unimportant, but best attained when sought indirectly. It should be a pervading element in the whole school and home training of the

young to make them use their own tongue with accuracy and force; and along with any special drilling directed to this end, some of the rudimentary distinctions and rules of grammar are conveniently taught; but that is not the study of grammar, and it will not bear the intrusion of much formal grammar without being spoiled for its own ends.

"It is constant use and practice, under never-failing watch and correction, that makes good writers and speakers; the application of direct authority is the most efficient corrective. * * * One must be a somewhat reflective user of language to amend even here and there a point by grammatical reasons; and no one ever changed from a bad speaker to a good one by applying the rules of grammar to what he said." Here, I believe, is truth and common sense. And in our common school work it is not the "reflective study of language for a variety of purposes" that we want, but rather the "never-failing watch and correction" along with "special drilling," under "the application of direct authority" as a corrective, without the "intrusion" of so much formal grammar as will "prevent the end sought."

All that I have been saying is, no doubt, common-place. It has been said so often before that I had begun to be skeptical about its truth on that very account; but a recanvass of the whole position has renewed me in the conviction of its truth.

THE DYING YEAR.

BY W. HAUGHTON.

The good old year is dying,
  For time is on his track.
    Alas, to-night,
    He'll take his flight,
Somewhere to yonder realms of light
  And never more come back;
And there to life the lines will start
My hand has written on his heart.

The kind old year is dying!
  His pulse is weak and low,
    And in his eyes
    The sorrow lies,

For one poor heart that lost the prize
  He offered months ago —
Lost, and forever lost! for me
That blessing never more can be.

The brave old year is dying,
  I'll see his face no more;
    His wrinkled brow
    Looks happier now,
As humbly to my God I bow,
  And tell his mercies o'er,
Or bear to Him my heart's regret,
And say I love the Master yet.

The grand old year is dying!
  I see his laboring breast,
    I take his hand,
    And by him stand,
The good, the kind, the brave, the grand,
  Of all true friends, the best —
And in his parting smile I read
The pardon and the peace I need.

VIROQUA, 1881.

SELECTED.

AN OLD PIONEER.—The Pioneer Press has discovered another old pioneer who is able to contribute somewhat to early history. It says: Mr. Louis Stram, of Prairie du Chien, has just paid a visit to St. Paul, where he has a few friends among the early pioneer settlers. Forty years ago he was an employe of Hon. Henry M. Rice, of St. Paul, and a reporter of the Pioneer Press happening to be present at the meeting of these two gentlemen, yesterday, an interesting scrap of history was preserved for record, for Mr. Stram is a historical character, whose career is as wonderful as a flight of poetic imagination. From the years 1835 to 1838 he was the connecting link between the unexplored wilds of the west and the semi-barbarous civilization which had then reached the Mississippi river, for during that period Mr. Stram carried the United States mail between Prairie du Chien and Fort Snelling. In the season of open water with a canoe and a single companion, it took four-

teen days for the round trip. Mr. S. says that at that time the only house between Fort Snelling and Prairie du Chien was at the foot of Lake Pepin, near where Wabasha is now located. Mr. Stram is positive on this point. This house was the house of a half-breed named Rocque, who traded on a small scale with the Indians. Mr. Nathan Myrick, now of St. Paul, he says, was the first settler at La Crosse; made the first improvement at that place; erected the first building and put under cultivation the first field ever planted in that section. During the close of navigation Stram carried the mail by dog train, except at such times as the ice would bear a pony, when he used a French train; at other times he carried the mail on his back. He informed the reporter that his outfit consisted of a blanket, hatchet, hard bread, pork and sometimes tea or coffee.

Mr. Stram was born in Switzerland, and was one of the 300 persons brought by Lord Selkirk to the Red river colony. They embarked at the mouth of the Rhine and came through Hudson's bay to York factory, and thence by Mackinaw boats up the river through Lake Winnipeg, and thence up Red river to Selkirk settlement. He remained on the Red river for three years, but the year of high water (1834) reduced the settlers to starvation, and Stram left with the first party of 120 persons. Two of these families settled at Prairie du Chien, and some north of that point. Most of the others went to St. Louis, a few stopping at Galena. Of the next party that came down from Red river, some stopped at Fort Snelling. Mr. Stram says that in the agreement with Lord Selkirk each family was to have free passage from Switzerland, provisions, tools, seed for two years and 200 acres of land, in consideration of the services of the head of each family.

Mr. Stram is now seventy-six years old, looking, however, as hale and hearty as a well preserved man of fifty. He is now on his way to Winnipeg, not having been there since he left nearly half a century ago. Gen. Lawler of Prairie du Chien gave this venerable pioneer a railroad pass to St. Paul and return, while General Manager Hill of the Manitoba road, cheerfully sends him on to Winnipeg, where he will spend a brief holiday in reviving the reccollections of a remote past, if he can find any relics of antiquity up there to talk to. Mr. Stram is a very intelligent man, and possesses a mine of history and adventure that should be secured by some histriographer of the old settlers before it is too late.—*La Crosse Chronicle.*

THE REVOLUTION IN EDUCATION.—It is doubtful whether the generality of well-educated men fully appreciate the great, the radical, and the almost revolutionary change which has in the past thirty or forty years come over the scope and spirit of English liberal education. Indeed, it can hardly be termed a change; but might be more correctly designated as a substitution of one branch of human knowledge for another. For, whereas, in the first forty years of the present century, the dead languages, especially Latin and Greek, history, logic, and metaphysics, fairly held their own against the computative sciences of mathematics, mechanics, physics, and chemistry, and the systematic or classificatory subjects of botany, geology, and zoology as topics of teaching and examination, they seem at the end of the second forty to have been all but superseded. No doubt in the main the revolution, great as it undoubtedly is, has proved salutary. Englishmen, with their characteristic tenacity of existing forms, had retained all but unchanged in their large public schools and in the older universities a form of intellectual culture which really originated in the middle ages, or, at the latest, with the restoration of learning. This is no mere figure of speech. The writer of the present remarks took his first childish lessons, after mastering the rudimentary arts of reading and writing, from "The Boke of Roger Ascham," and received his first rewards for saying, parrot-like by rote, the ancient farragos now only known by their initial words—"*Propria quæ maribus*," "*Quæ genus*," and "*As in præsenti*." Of the present generation, not one in a thousand has ever even heard of these mediæval *aide-mémoires*, or of the somewhat more useful scholastic scheme of syllogisms, beginning with the cabalistic formula, "Barbara Celarent." Later on, he and his companions were expected weekly to manufacture, *nolentes volentes*, a certain quantity of poetry!—God save the mark!—in the Latin and Greek tongues. He can well remember his father's remonstrance on finding him working at "that nasty chemistry, when you have not done your Latin verses."—*From "Progress of Higher Science-Teaching," in Popular Science Monthly for September.*

GOODNESS AND GREATNESS.—The grand exhibition of noble sentiment, of affection and sympathy, which enveloped this nation in a cloud at the news of the attempted murder of the President is one of the most heart-cheering signs of the times. Its deepest significance is found in the fact that it is the expression of a nation's love for the life of a good man. Had the President lived the life, and earned the character of a cold, calculating politician, we should never have seen that noble wave of feeling rise to such grand proportions.

But the President's life was precious, not alone because he was the head of the government, but because his history had been such a noble embodiment of a splendid manhood. It was for this the people

loved him. It was for that that they so earnestly prayed Heaven that his life might be saved.

Amid the sordidness, skepticism, and profligacy of the age, he had not been ashamed to be a loving, faithful husband, a devoted son, a tender sentiment-loving man. Neither the selfish grind of politics, nor the accession to the Presidency at the proudest moment of it all, could make him forget to stoop and kiss his old mother. It is the rich cultivation of the heart and all its sweet sensibilities, and not the intellect only, that enthrones him so securely in the affection of the people.

There is deep gladness in this thought even amid the sorrow of its surroundings.

Gladness that the people have shown that they will not love greatness without goodness.

Gladness in the wholesome and stimulating example that is thus held up to the youth of our land.

Gladness that the hard encrusting influence of this daily greed for gain and power, has not overwhelmed "the sweet fragrance of our better human nature."

Great as is the American nation, its most hopeful greatness lies here.—*Jefferson County Union.*

WHAT SHOULD OUR DAUGHTERS STUDY? President Gilman, of Johns Hopkins University, answers this question and says they should study first and foremost, "What constitutes a healthy physical life." Next to that, he recommends the study of nature, the development of a power to observe and understand the flowers, the fruits, shrubs, trees, forests, birds, bees, ants, the domestic animals, rocks, hills, water-courses, clouds, the wind, planets, constellations—at least, some one of these things—a careful study in one science, particularly with the aid of the microscope, the telescope, the spectroscope, or the blow-pipe. He regrets that there are still excellent people who dread the influence of science in education, calling its lessons materialistic. The third thing he recommends is the art of "saying the right thing at the right time." He concedes that the sex is apt at this, but that the aptitude may be lost or lie dormant. Not only are the right words to be at command, but many other instruments are to be kept in use, the looks, the gestures, the manners, the tones, the pen, the pencil, the brush. Merely as a matter of income the power to control these agencies is a great possession. Although the power of saying the right thing at the right time may be inborn, and has been inborn in

many famous writers and speakers, still it is an art that may be acquired with time and effort. The thorough study of the mother tongue is essential to this. The writing of "compositions" does not help in the work, but he quotes Sir Henry Main, who thus lays down "the Golden Rule of a good style:" "Depend upon it, no man ever wrote well by striving too hard to write well. What you should regard is not the language but the thoughts; and, if the thought be clearly and vividly conceived, the proper diction, if the writer be an educated man, is sure to follow." In the study of languages President Gilman recommends French and German in preference to the ancient languages, if a knowledge of all cannot be acquired. Historical studies should fill a wide place—not the mere learning of dates and names, after the fashion of "Putz and Arnold" in vogue a few years ago, but the perusal of great historical treatises, and, still more, the learning how to investigate by means of books. He thinks that American women have great aptitude for æsthetic cultivation, far greater than has hitherto been acknowledged; and that the establishment of art museums in all the larger cities of this country and of schools of drawing, painting, and modeling, will develop in the next generation as many female artists of rank as can be found in any country. As the wealth of the country increases, and the demand for beautiful work increases, an increasing number will thus earn an honorable support. There will occasionally be unexpected calls for trained talent, and he mentions having visited a distinguished geologist not long ago, and being invited into his atelier, found his daughter modeling in clay a region of the Appalachian system, work which required accuracy of eye and hand like that in the modeling of a statue. The last study that Gilman reverts to, as essential for "our daughters," is that of character, and he has considerable to say of that in connection with metaphysical and psychological studies.—*Home Journal.*

THE BEST BOY IN SCHOOL.—For twenty-five years, or thereabouts, there has been observed at the Chauncy Hall School a custom which is unique among the schools of the country. It is a vote by boys and girls of the school for the best boy in school. No conditions are imposed, save as they are implied in the explanation

which is given to acquaint the young people with the purpose of those who established the practice. Each pupil is free to vote for anybody of the school who has been a member for any length of time, except since "December 1st, last." As Mr. Ladd said in his remarks, it has been the custom to select a boy from the oldest class, but it is not compulsory to do so. Former members of the school, not all of the same class, but intimate friends there, believing that a prize given on the principles they proposed would help in developing a manly spirit at the school, began the practice of giving a medal to the boy who received a plurality of the votes of the school as the best boy, At noon yesterday the scholars were gathered in the school room, and after other business — including an explanation of the medal system of the school, based on absolute, not relative, merit, so that a medal is within the reach of every pupil — Mr. Ladd explained the intent of the gentlemen who give the best-boy medal.

"This does not mean," said he, "the best classical scholar, nor the most noted catcher or pitcher at base-ball, nor the ablest mathematician, nor the best-drilled soldier, nor the most elegant declaimer, nor the fastest runner, nor the most accurate Shakespearean scholar, nor the pluckiest fellow at foot-ball. You young boys will do well to vote for the person who seems nearest to what your father and mother want you to be — what you mean to be yourself when you are in the first class; and you, young girls, will do well to vote for the boy who comes nearest to being what your parents are trying to have your brothers become. The older scholars are tolerably familiar with ancient and modern history. Vote for the one of your number whose character comes nearest to the noblest men of whom you have read."

All the school sat upright with military precision; their officers passed the ballots, and each pupil prepared his own. At the head he put his own name and the number of years he had been in the school; below, the name of his choice for the prize. Each ballot counts as many units as the scholar casting it has been years at school. After the votes were cast, the school was marshaled from the room in regular order, and the result will not be known until the next exhibition, which will occur February 18th. By long experience it is found that the pupils select a boy who is deemed by

the teachers to be worthy of the medal, thus proving that the sense of honor is the same with boys as with grown people.—*Boston Advertiser.*

THE PLEASURES OF SCHOOL TEACHING.

BY A TEACHER.

"Delightful task! to rear the tender thought;
To teach the young idea how to shoot!"

How sweet it is to watch the mind's unfolding!
To train the young thought and the guileless word!
To see where plastic characters are molding—
("Can I go out?"—"My lesson isn't heard!")
Half-formed ideas through the young mind flitting—
("Sha'n't George be still, marm?"—"Joseph keeps a spitting!")

There is a throng of glad young faces round me,
Bright with the freshness of life's early spring;
And books, and slates, and maps on all sides bound me,
("Sha'n't them girls stop? they're playing with a string!")
And eager looks and minds intent on study—
("Jim pushed me down and got my books all muddy!")

No shade of earthly sorrow e'er has clouded
Their brief, bright lives, so innocent and fair—
("Please, marm, make John move down! my seat is crowded!")
No grief or sadness—("Sammy pulled my hair!")
Existence is to them all sunny weather—
("Bill's been a pinchin'!"—"No I haven't neither!")

A precious charge to me has been intrusted,
The guidance of each young immortal mind—
("Can't write with this steel pen! its got all rusted!")
To nourish gentle thoughts and feelings kind,
To lead them in the path which heaven pleases.
("My spelling-book has got torn all to pieces!")

Oh! for more strength! more gentleness of spirit!
More wisdom in the better way to guide—
("I've got my lesson now! Oh, please to hear it!")
More patience to endure when "ills betide!"
("Jim Taylor gave my arm an awful twist!")
Oh, such confusion! school may be dismissed.

—*Troy Morning Telegram.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

Q. "If a town has adopted the township system of school government, can the town treasurer hold the office of secretary of the the town board of school directors?"

A. The holding of both offices by the same person is not forbidden by statute, but by a sound public policy, since the duties are inconsistent though they may not be absolutely repugnant. The town treasurer is the custodian and disburser of every cent of school money for the town, and pays said money only upon warrants drawn upon him by the secretary of the school board and countersigned by the president of the same board. There is a perfectly manifest impropriety in a man's drawing a warrant on himself; and there seems to be no reasonable doubt that the law contemplates the holding of these offices by different persons, inasmuch as Sec. 443, R. S. forbids the holding of two such offices by the same person in a common district, and there is no reason that could be assigned in the latter case that would not have tenfold force in the former.

Q. "When a legal holiday falls on Sunday, can a teacher take a holiday on a week-day?"

A. As a matter of fact, no legal holiday in this State can fall on Sunday. The statute, after naming certain days and declaring them legal holidays, immediately says that when any one of said days falls on Sunday, as for instance, the 25th of December, the following Monday shall be a legal holiday; which is equivalent to saying that the 25th of December is a legal holiday except when it falls on Sunday, and then the 26th of December becomes a legal holiday instead.

Q. "A district officer has gone East to spend the winter and has neither resigned his office nor made provision for the performance of its duties. Where is the remedy?"

A. The remedy is in the hands of the county judge. A man has no right to hold an office and then embarrass the public business by neglecting his duties. He may be removed "for willful neglect of duty," and he would have no right to complain under the circumstances.

Q. "When the school-district has no book-fund, has the district board the right to use the general fund to buy text-books to be sold again to individuals?"

A. The district board can do nothing in the way of purchasing school books for the district, except what it may be authorized to do by the district acting under Sec. 430 R. S., subdivision 13, which is as follows:

"To authorize the district board to purchase text-books for use in public schools, to be loaned or furnished pupils under such conditions as, by such vote and regulations of the board thereunder, may be prescribed."

Q. "At what time should the district clerk draw his salary?"

A. In the case of certain officers the statutes provide that they shall be paid their salaries in monthly installments at the end of each month; and in general it seems quite sufficient to "pay when the work is done." I see no grounds upon which the district clerk can be made an exception to this rule.

Q. "At the annual meeting in 1880, we elected a clerk for one year, supposing the term to be of that length, and at the meeting this year we elected another clerk. Now we find out that the term is three years. Who is clerk, if either?"

A. The man elected in 1880. The electors could in no wise alter the term, that being fixed by law. The election this year is *null*, since there was no vacancy to be filled. All the electors can do is to choose the man at the proper time; the statute takes care of the rest.

Q. "Must a county superintendent be a citizen of the United States? In case one has been elected who is not a citizen, what is the result, if he qualifies?"

A. In *28 Wis., 96 State ex rel. Schuet v. Murray*, it was held by the Supreme Court that "if an alien who is not an elector receives a plurality of votes for an office, he may lawfully hold and exercise the same, if, by naturalization or declaration, his disability is removed before the commencement of the term of office to which he has been elected." I quote the language of Lyon, J., in *50 Wis., 108 State of Wisconsin and another vs. Trumpf*, in which case the principle is re-affirmed.

It follows, therefore, that a declaration of intention to become a citizen is sufficient to remove the disability of a superintendent

elect who is an alien, provided it is filed before his term of office begins.

Q. How should the money be obtained to purchase a re-supply of Webster's Unabridged Dictionary?

A. Sec. 509 R. S. authorizes the State Superintendent to sell to districts at cost, under certain conditions, a re-supply of dictionaries, and Sec. 510 R. S. makes such dictionaries a part of "the district library," but nothing is said about the way the district shall procure the money with which to make the purchase; and in the absence of any express provision of the statutes concerning the matter it seems clear that being by law made a part of the district library, the money for the purchase must be procured in the way that it is procured for the purchase of a library (see Sec. 430 R. S., subdivision 10), that is, by a tax voted at a lawfully constituted meeting of the district.

The law should be amended so that the purchase could be made at the will of the board from any fund on hand not specifically set apart for some other purpose.

It is not probable that the law in this case has ever been strictly complied with, the usual method being to purchase the dictionary at the will of the board and pay for the same out of the "incidental expenses" fund, or out of the pocket of some member of the board who "brings in his bill" and has it allowed at "the district meeting."

EDITORIAL.

THE Historical Department of the JOURNAL has been conducted the past two years by Prof. Albert Salisbury, of the Whitewater Normal School. Our readers already know the masterly ability with which he has performed this work. Many expressions of the high appreciation of his reliable and carefully considered notes have reached us from the teachers in the State. He has had constantly in view the cultivation, in the minds of the teachers, of a correct knowledge of passing events and of a keener insight into their meaning. We are under great obligations for the interest which he has contributed to our columns in most part gratuitously.

IN this number of the JOURNAL appears an article from Supt. James T. Lunn, on the examination of pupils for graduation in our country schools. It is composed almost entirely of the questions to be presented at the final

trial, on the subjects embraced in the Course of Study prescribed for these schools. The scheme here furnished is based largely on the idea that the County Superintendent has not the time to attend personally to the examination of the advanced pupils in the towns under his supervision. This work is performed under his direction by the teachers, and the papers submitted to him for marking. The questions presented are models, and show very clearly how the different branches should be handled on such an occasion. We trust that they will be studied by the County Superintendents in the State, who will find in them valuable hints to guide in similar efforts.

During the past year, $10,833.80 have been added to the public school fund of the State, as "the clear proceeds of all fines collected in the several counties for any breach of the penal laws." In the preceding ten years, only $10,186.72, as the amount of these funds, were paid into the State Treasury. Eight counties have not yet settled with the State their accounts of these proceeds; and when they do comply with the law, the total increase of the school fund for the year 1881 will exceed $17,000. It is estimated that when all the counties have paid the "clear proceeds" for the years in which they have been delinquent, the total amount added to the fund will be at least $100,000 more.

It will be remembered that the Supreme Court of the State issued, last winter, a mandamus against a county treasurer requiring him to report and pay to the State the full proceeds of the fines, forfeitures, and penalties received by him during the preceding year. In this case the court prescribed the rules by which the several counties should perform the same duty; and the increase secured and in prospect is the result of their decision. To the Attorney General of the State belongs the credit of bringing this subject to an issue and final adjustment, and the public schools are under great obligations to him. It will remain for his successor, who, like Hon. Alex. Wilson, has for many years been deeply interested in the work of education in the State, to carry out the plan so successfully inaugurated.

For a long time, the Annual Report of the State Superintendent has not been issued before the beginning of March succeeding the year whose returns it presents. It is needless to mention what hinderances are always in the way of its earlier appearance. A year ago, this officer was not able, after the most prompt and strenuous efforts, to distribute copies of his last Report until near the middle of April, five months after a considerable portion of his manuscript was placed in the hands of the printer. This year he will be detained at Madison for two months at least after the expiration of his term of office, in completing his forthcoming Report, and in attending to its publication. The date of writing this article is after the middle of the present month; and at this time he has not received all the Registers of the Institutes held the past year; all the Annual Reports of the County Superintendents;

all the special and financial Reports of the Free High Schools; all the Annual Reports of the Colleges, Academies, Theological Seminaries, and Commercial Schools; nor any of the Annual Reports of the State University, the Normal Schools, and the State Charitable Institutions. The only set of Reports which is complete, has been furnished by the City Superintendents. Without all these, it is impossible to finish the usual tables, make the desired summaries, and discuss accurately a single topic. No exertion has been spared or delayed by the State Superintendent in the work of securing in time the proper statistics from the officers and boards in charge of our schools. When it is considered that these statistics are finally compiled from fully 7,300 reports, made by district and town clerks, by the teachers in the private schools, by County and City Superintendents, by the Institute Conductors, by the principals and boards in charge of our Charitable and State Institutions, and by other State officers, some of the reasons for the apparent delay in the issue of the Annual Report of the State Superintendent may be understood.

THE State Superintendent has, during the four years of his administration, given a large share of his time to improving "the standing and outcome of the common schools at the cross-roads." While not neglecting the other educational interests committed to his supervision, he has made the advancement of these schools the main feature of the policy which he has pursued. He entered upon the duties of his office with well-settled convictions in reference to what new methods of management and instruction should be introduced, in order to reach this object in view. He had cultivated a deep and abiding interest in this subject, from his twenty years of experience in this State in teaching many young people who had been trained in our ungraded schools; in fitting hundreds of teachers to take the charge of such schools; and in observing closely the needs and operations therein. He foresaw that but little, if any, personal honor would be gained in this endeavor. Such was the conservatism of the school-districts in the country, so many and radical were the defects in their schools, and so great the magnitude of the attempt to change the system adopted throughout the State, that he predicted the desired end could not be attained within a dozen or fifteen years. A vast amount of labor would apparently produce only a few results in so stupendous an enterprise. Through his two terms of office he has not at any time wavered nor abated his efforts in this work. As he retires from his position, it is with feelings of satisfaction that he can see some substantial progress made in the organization and teaching of the rural and village schools of the State. He knows that thousands of people have formed, in the past four years, advanced and correct opinions on this subject.

He has employed all the means in his hands to effect his purpose. The columns of the JOURNAL have been constantly opened to him; papers have repeatedly been read by him before the sessions of the teachers and Superintendents; many lectures he has delivered in nearly all the counties of the State; unnumbered items in the correspondence with persons he has written;

topics have been discussed in his Annual Reports; and circulars have been published and distributed by the thousands. In all these a single thought has predominated, and that relates to the condition of these schools.

Improvement in them has been sought in the following particulars:

1. Teachers with better qualifications provided for them. Success has been only partial in this direction. The principal means used have been the instruction in the institutes, the raising of the standard in issuing the certificates at the examinations of the teachers, and the advice given to the County Superintendents to license a less number, and only those best prepared.

2. Some degree of permanency in the employment of teachers, so that their experience and skill may be more serviceable to the schools. The average tenure of their positions has increased, as the statistics show. As contributing to this result, and as tending toward the establishment of the profession of teaching, three hundred twenty-nine State certificates have been granted in the past four years.

3. A larger and more uniform attendance of the children upon the schools. Since the beginning of 1878, the increase in the number of pupils enrolled in the public schools has been several thousand. The most important result secured is found in the greater attention which the people of the State are giving to the non-attendance of the children of school age.

4. Dissemination of the knowledge of hygienic laws as applied to the construction of school buildings, and to the conducting of schools in them. All possible aid has been rendered the State Board of Health in this work. A large circular on Country and Village School-houses, which the State Superintendent is now issuing, is designed to further this scheme in the more practicable form.

5. The introduction of the Grading System for the Country Schools. The chief labor has been performed under this head. The plans of the instruction presented at the institutes, the burden of the addresses delivered before over a hundred and fifty audiences, the course of study devised for the ungraded schools, a most complete and ingenious register for keeping the records of the schools, the directions for the examination of pupils for promotion and graduation, and the preparation of a well-considered circular on the grading scheme,— all these have been used to create sentiment on this subject, to induce County Superintendents to become interested in the system, to fit teachers to understand and adopt it, and to bring about its establishment in the schools. The gratifying information is received, as we are closing this article, that, during the past year, at least one-sixth of the five thousand five hundred country schools of the State have accepted and are faithfully using the Course of Study and the accompanying directions embraced in the Grading System devised for these schools.

THE State Superintendent began, four years since, the work of his office with a profound sense of gratitude to the Divine Providence who had

committed to him this work, and with the earnest determination to be faithful and industrious, in the fullest sense, in the supervision of the different and valuable interests entrusted to his hands. Throughout his two terms he has daily felt the same gratitude and maintained the same determination. He has allowed no interest or labor outside of his office to engage, at any time, his attention. However imperfectly he may have rendered his services to the State, he has aimed to be helpful to every teacher and every educational movement, affected by the power which he has used. He has not consciously thrown an obstacle in the way of any one endeavoring to perform school work and to attain influence in his position.

His hearty thanks are tendered to the very many teachers and school officers who have aided him in the discharge of his duties. Without their cheerful co-operation, his efforts would have been largely futile. He will forever carry with him the recollection of their many acts of kindness and sympathy.

It is his intention to return, during the coming year, to the position in Milton College, which he left on assuming the State Superintendency. In fact, he has been absent from that institution all the time only on the permission of its Trustees, who have not allowed him to resign his office as its President. He will engage again with positive delight in the work of teaching. He trusts that in his humble position he will continue to enjoy the friendly relations formed in public and private life with so many people. He hopes to be still of some service to the cause of education in the State, by laboring to instruct a small share of its young men and young women.

He cordially welcomes Prof. Robert Graham to the office; and gladly surrenders to the care of the latter the interests which he has endeavored to foster and strengthen. He knows that his successor is fully committed to the plan of improving the ungraded schools, and is thoroughly acquainted with the best methods of performing this work. He wishes him abundant success in his administration.

JUST as we are going to press, we learn that it is the wish of Prof. Graham, the incoming State Superintendent, and of Mr. Chandler, his Assistant, to assume hereafter the charge of the JOURNAL. We shall cheerfully transfer to them our interest in it, and we have no doubt that such a course is expected by our readers.

FINAL WORDS.

The Assistant State Superintendent, who has held the laboring oar on the JOURNAL during the past year, being about to lay aside his scarcely wrinkled robes of office, takes this opportunity to say a few final words.

No one is better aware than he is that the JOURNAL can be made a great deal better than it has been; but he has discovered two great stumbling-blocks in the way of its best interests, and both of them grow out of its relationship to the Department of Public Instruction. While it is true that in many ways

it is advantaged by the connection, it is hampered in two vital directions to such an extent that it is exceedingly difficult for it to become much else or better than it has been, so long as the connection remains.

In the first place, the editors and publishers being the State Superintendent and his assistant, they are estopped by the pressure of official duties and the salaries paid them by the State for their services, from pushing the business interests of the JOURNAL sufficiently to warrant them in putting money into its columns by way of payment for original articles. It is true that most of the better class of papers delivered before the State Teachers' Association, at either of its sessions during the year, find their way into its columns, it being the organ of that body; but in spite of that fact the usual dearth of proper and desirable original matter for its pages, is something harrowing to the men responsible for its contents. As a usual thing the men and women who can write articles calculated to improve its quality, can command good pay for their contributions from other publishers. In a word, their thoughts are marketable merchandise and they cannot be expected to give them away. To do for the JOURNAL what should be done for it by its publishers, would render the officials who manage it open to the charge of devoting time and strength that belong to the State, to a private enterprise. And there would be no lack of persons ready to make the charge, which would certainly be uncomfortably near the truth.

In the second place, as editors the same officials are shorn of that freedom and independence which are indispensable to vigorous journalism in any department. The liberty of open and incisive criticism is denied them by the unwritten law of propriety. It is quite impossible for them to divest themselves of their official characters and speak from the standpoint of untrammeled citizenship; and so they must say only what is right and becoming to emanate from their department of the public service, and a multitude of things that ought to be said through the columns of an educational journal, are never uttered. The JOURNAL is fatally handicapped by its organship. It is forbidden the advantage of business thrift and denied the right of free thought. That it has done what it has in the past for the cause of public education, and held its own against costs and privations, is due to the unflinching missionary spirit of the men who have managed it; and it must look to the same source for success in the future, so long as the present arrangement continues.

When it is said that the JOURNAL enjoys peculiar benefits arising from its relation to the educational arm of the public service, it must not be forgotten that the benefits are reciprocal. Without a close and vital connection with the columns of the JOURNAL, the Department of Public Instruction would be very greatly discomfited, if not seriously crippled. The incoming officers are to assume charge of its interests at once, and their hands should be filled with articles for its columns, by the educational writers of the State. The State Teachers' Association owes it to the JOURNAL, on account of its organship and the disadvantages growing out of it, to come to the rescue, individually and as a body, and in some good degree neutralize the evils here set forth, and so give "our own paper" the "comfort and support" it so fully deserves and greatly needs.

QUESTIONS FOR THE EXAMINATION OF PUPILS COMPLETING THE COURSE OF STUDY FOR THE COUNTRY SCHOOLS.

By James T. Lunn.

The envelope, conveying the questions to the teacher, should be labeled as follows:

Course of Study for Country Schools, This envelope contains the questions for graduation from the above-stated course, and is not to be opened until 9 o'clock, February 9, 1882.

DIRECTIONS.

Commencing in the morning, each applicant for graduation from the Course of Study for Country Schools will write on one branch before, and one branch after, recess of each half day's session of Thursday and Friday, February 9 and 10, 1882. The branches will be taken up in the following order:

Thursday,— Reading, Orthoepy, Orthography, Grammar.

Friday,— Arithmetic, Geography, History, Constitution.

Penmanship may be written between times, or before or after school.

All writing must be under the teacher's supervision, and the pupils must work without aid or communicating. The papers should be neatly written, folded, and filed in a business-like manner.

The pupils' papers, with the questions submitted, are to be mailed, or otherwise forwarded to the County Superintendent as soon as possible after examination.

If any variations in these directions are made, the teacher will report them.

The teachers will fill, and with the pupils' papers, forward the following:

Teacher's Certification.

I truthfully certify that my pupils,

.... aged.....years,
..... " ..... "
..... " ..... "
..... " ..... "
..... " ..... "
..... " ..... "

Of Dist. No. ——, Town of ———, prepared their accompaning papers for graduation from the Course of Study for Country Schools, under my supervision, in strict conformity with the directions accompanying the questions forwarded to me; and that such pupils knew nothing concerning the questions of each branch, previous to the time prescribed for submitting them; so that, to the best of my management and belief, their examination was honest and fair.

—— —— *Teacher.*

QUESTIONS FOR GRADUATION.

From the Course of Study for Country Schools.

Reading.

1. What are the requisites of good reading, and why?
2. Define monotone, and state whether it is or is not, too common, and why?

3. Distinguish volume from stress of voice, and state how to apply each.
4. Define emphasis, and state varieties and modes.
5. State four items in the biography of the most noted author of any lesson of your Reader.
6. Give a synopsis of the eighty-second lesson of your Reader.

NOTE.—The pupil will orally read both prose and poetry, and the teacher estimate and forward his standing on a scale of 100.

ORTHOEPY.

1. State how voice is produced, and into what classes it is distinguished, and how.
2. Make and name the diacritical marks of Webster.
3. Define accent and each variety, and state use of each.
4. Write all the single letter diphthongs, and their elements.
5. Phonetically spell, aught, physical, clothes, sleigh.
6. Write *the* rule of pronunciation for each italicised letter *a*nd word in this sentence.

NOTE.—On a scale of 100, the teacher will estimate the pupil's ability to speak the English language with purity and facility; and append his standing to his paper.

ORTHOGRAPHY.

Show that Orthography (ortho=right+graphy=writing) does or does not include each of the following:—

1. Spelling.
2. Capitalizing.
3. Formation of plurals and possessives.
4. Underscoring.
5. Punctuating.
6. Proper use of words.
7. Arrangement or order of work.

NOTE.—Orthography will be estimated on the papers submitted, on the basis of the above scheme, and the pupil's answers thereto.

GRAMMAR.

1. Show that the sentence is or is not the basis of Grammar.
2. Define and illustrate the parts and varieties of the sentence.
3. What is agreement of words, and in what should certain parts of speech agree, and why?
4. Should the person and number of a verb be deduced from the verb itself or from its subject, and why?
5. State and illustrate the uses of the nominative case.
6. *You* will please *parse* the *four* words *italicised* in this sentence.
7. By diagram or otherwise, analyze this sentence and state its kind.
8. Do not correct, but *write* the rules of syntax violated in the following:
   (1) Every one can now do as they please.
   (2) Who do you see in Thomas wagon.

(3) The number of our annoyances deject us.

(4) My hoop is rounder than any ones.

NOTE.— The use of language in the papers submitted will have a bearing on the pupil's standing in Grammar.

ARITHMETIC.

1. At right angles to 8,197,643,527 write the order of each digit.
2. In Roman notation write 1,416, 2,750, and 236, and their sum.
3. State the principles of Arithmetic, and a rule based on each.
4. Why has each term of a fraction its peculiar name?
5. If John can do $\frac{3}{5}$ as much as James, in what time can each do what it takes both $2\frac{1}{2}$ days to do?
6. From the sum of $9\frac{3}{8}$ and $4\frac{7}{8}$ take their difference.
7. In business style make a bill of the following items, and discount the footing 6 per cent. for cash: 2,345 lbs. wheat @ $1.14 per bushel; 3,247 lbs. hay @ $9.75 per ton; 1, 423 ft. wood @ $3 25 per cord.
8. Required the depth of a 3 ft. by 6 ft. bin which will hold 100 bushels.
9. Required the length of a rafter to give a third pitch to the roof of a building 20 feet wide.
10. A note of $93.25 at 7 per cent. was given Aug. 3, 1880. Oct. 1, 1881 there was paid $35. What is due Feb. 10, 1882?

NOTE.— Enough work must be given to show the several steps in each problem.

GEOGRAPHY.

1. Map the area within a mile radius of the school-house, to show its natural and artificial features.
2. State the varieties of soil in the above area, and the spontaneous and cultivated products of each variety.
3. State the nature and the results of the several motions of the earth.
4. Distinguish town from township, and section from mile square.
5. Into what hemispheres do geographers divide the earth, and where are the dividing lines?
6. Name the largest city near the center of each grand division, and account for the growth of each.
7. By form of government, classify the countries of Europe.
8. Name and estimate the value of the ten chief products of the United States, and state chief seat of production and consumption of each product.
9. Name a great railway corporation in Wisconsin, and the various lines of its system, stating the course and destination of each line.
10. Estimate the area and population of the largest and of the smallest town in the county, and state the features of the organization of the county government.

HISTORY.

1. Narrate a leading incident in the early history of your locality.
2. Which Indian tribes did the whites displace in this county, and where are such tribes now?

3. How and when did the United States acquire Wisconsin?
4. Relate the events of the Black Hawk war in Wisconsin.
5. Name the religious elements chiefly colonizing Massachusetts, Pennsylvania, Maryland, and Rhode Island; and the leader in each.
6. In what wars did our Colonies assist England; and what were the cause and result of each?
7. Omit taxation without representation, and state four other grievances for which our Colonies revolted against England.
8. For which war against England had our country least excuse, and why?
9. Name four events promoting, and four retarding, the growth of slavery in the United States.
10. Name the four most troublesome results of the Civil War, and state why of such nature.

CONSTITUTION.

1. Which features of our Colonial governments were nearly akin to our present State governments?
2. What authorized and directed the Revolution, and how and why?
3. How many constitutions has the United States had, and why?
4. What departments of government does the constitution provide, and why no more nor less?
5. Why is our government of the representative type, and what does this necessitate?
6. What questions have been raised concerning the ratification of any parts of the United States constitution?
7. State the four most important features in which the constitution of Wisconsin differs from that of the United States.
8. What has the General, and what the State government done for education, and personal security?

OPTIONAL.

The teacher will forward the four best specimens of the pupils' drawing, as per Course of Study; and make a statement of the pupils' proficiency in vocal music, by rote and by note.

PENMANSHIP.

1. Name the system which you practice, and make and name its principles or elements.
2. By such system classify letters, small and capital.
3. State how to sit and to hold pen while writing, and why?
4. By attaching numbers to principles, analyze Grange.
5. As sample of best writing, copy this line.

NOTE.— The general penmanship of all papers submitted will have a bearing on the standing in this branch.

EDUCATIONAL NEWS.

Miss Agnes Hosford, of Eau Claire county, sent last month the following circular to the school officers under her jurisdiction:

The circular on "Grading System for country Schools" has been sent to each school clerk. It was prepared by W. C. Whitford, State Superintendent, assisted by some of the best educators in the State. It has received the consideration and approval of the State Teachers' Association and County Superintendents' Convention. The course of study is already in operation in many schools of the State. The circular was distributed to the teachers of this county more than six months ago, and many schools were organized in

accordance with it. In order that the work commenced may continue, and become general and permanent, it is necessary that there should be a formal adoption of the course of study by each School Board. Gentlemen, will you not attend to this at once? Call a special meeting of the School Board at the earliest day possible and adopt the course of study as given in the circular. I know of no other thing devised for the country schools of the State, which may be the means of doing so much good as this. I am anxious that the schools of Eau Claire county should have all the benefit to be derived from it, and hope to hear of its adoption by a good proportion of the schools of the county before the close of the year.

Lunn's School Register will be of very great value in securing a permanent record of the work done under this course of study, in addition to all that is found in other registers. It would be well if every school were supplied with it, even if there may be a few pages of the last register unused.

IMPROVEMENTS IN SCHOOL-HOUSES — The State Superintendent of Public Instruction is about to publish a circular in relation to school-house architecture, and containing the newest and most approved designs for school buildings for town and country. The subject is one of great interest, and if it has been ably treated in the publication of the Superintendent, it will be of immense benefit to the people, as it is to be sent to the officers of all the school districts in the State.

Undoubtedly, the prevailing style of school buildings has been the cause of innumerable cases of disease and death, and all intelligent efforts to produce a change for the better should receive a warm welcome and encouragement. The close, unventilated rooms of the average country school-house with the great stove in the midst, exhaling its poisonous gases, are remembered by hundreds of thousands of grown people with a sort of terror at the thought of having passed through such a peril, and hundreds of thousands of children are still subjected to danger in the same way.

The circular here mentioned is said to contain valuable notes on locations and sites of school-houses, their size, and ornamentation by trees and shrubbery; the arrangements for the out-buildings: the shape, acoustics, and lighting of the school rooms; the heating and ventilation of the same; economy in the construction of the buildings; and specifications and contracts. These are all matters in which school boards ought to be well posted, but of which such boards rarely have more than the very vaguest ideas. Locations are chosen where they may be obtained most cheaply, and sanitary considerations very seldom have any attention bestowed upon them. It is only very lately, in fact, that people generally have begun to discover that it pays to be informed in relation to hygiene; and many families still labor under the delusion that it is the proper thing to trust to luck about getting ill, and to their physi-

cian about getting well. Such brochures, as the circular of the State Superintendent appears to be, will be of service in assisting to dispel such notions, as well as in helping to mitigate the difficulties which are undergone by children and youth in obtaining a school education.— *Milwaukee Sentinel.*

SEMI-ANNUAL SESSION OF THE WISCONSIN TEACHERS' ASSOCIATION.

Senate Chamber, Madison, Dec. 27-29, 1881.

PROGRAMME.

Tuesday Evening, Dec. 27.

8:00 — Organization.
Address, Rev. K. C. Anderson.

Wednesday Morning, Dec. 28.

9:00 — Opening exercises.
Ungraded Departments in Graded Systems, Prof. A. A. Miller.
Discussion opened by Supt. MacAllister and Prof. E. Auerswald.
Methods of Teaching English Language, Prof. O. T. Bright, Chicago.
Class Exercise in Language, Miss Elizabeth Bright, Madison.
Discussion opened by Prof. W. H. Beach and Prof. A. R. Sprague.

Thursday Morning, Dec. 29.

9:00 — Philosophical and Practical Defects in Graded Schools, Supt. C. F. Viebahn.
Discussion opened by Supt. S. Shaw and Prof. W. G. Clough.
Signs of The Times, Hon. W. H. Chandler.
Pedagogical Instruction in Higher Institutions, Pres. John Bascom.
Discussion opened by Pres. J. W. Stearns and Supt. J. T. Lunn.

Afternoon Session.

2:00 — General business.
Educational Progress in Wisconsin, Hon. W. C. Whitford.
How the Schools Can Best Utilize the Results of the Geological Survey, Prof. T. C. Chamberlin.
Discussion opened by Pres. MacGregor and Supt. Ed. McLoughlin.
Important Lines of Future Work, Prof. Robert Graham.

Wednesday afternoon and evening will be occupied by sessions of the Superintendents' Meeting and of the Academy of Science and Art.

SPECIAL NOTICE.

All lines of railway in Wisconsin will return all members of the Association for one-fifth fare.

HOTEL RATES.—The Park Hotel and Vilas House will entertain members for $2.00 a day; Capital House, $1.00 a day.

A meeting of the Executive Committee will be held at the Park Hotel, Wednesday at 5 P. M.

G. S. ALBEE, *President*,

E. R. SMITH, *Secretary*.

PROGRAMME OF ANNUAL MEETING OF SUPERINTENDENTS.

At Madison, Wis., Wednesday Afternoon, Dec. 28, 1881.

1. Organization and roll call.
2. Address—The Superintendents' Relations to the School-Houses and School Grounds, State Supt. W. C. Whitford.
3. Report of Committee on Proposed Legislation, Supts. C. E. Buell, B. R. Grogan, Betsey M. Clapp, Committee.
4. State Tax for the Support of our Common Schools, Supt. R. W. Burton.
5. Certificates Without Examination, Supt. J. T. Lunn.
6. Defects of the Compulsory Education Law, and How Remedied. Supt C. L. Hubbs.
7. Should the Annual School Meeting be Held at an Earlier Date! Why! Supt. D. H. Morgan.

C. E. BUELL,
Chairman Executive Committee.

LIST OF CITY SUPERINTENDENTS,

In office December, 1881.

CITY.	NAME.	CITY.	NAME.
Appleton	A. H. Conkey.	Menasha	Chas. R. Smith.
Beaver Dam....	James J. Dick.	Milwaukee	James MacAlister.
Beloit	B. M. Malone.	Mineral Point.	Thomas Priestley.
Berlin	D. P. Blackstone.	Neenah	J. R. Barnett.
Columbus	John S. Maxwell.	Oconto	Hamilton Allan.
Fond du Lac...	C. A. Hutchins.	Oshkosh	George H. Read.
Fort Howard...	George Richardson.	Portage	A. Schloemilch.
Grand Rapids..	Geo. L. Williams.	Prai'e du Chien	A. C. Wallin.
Green Bay.....	J. H. Leonard.	Racine	H. G. Winslow
Hudson	N. H. Clapp.	Ripon	John Moore.
Janesville	R. W. Burton.	Sheboygan	L. D. Harvey.
Kenosha.....	James Cavanagh.	Stevens Point..	Frank L. Green.
La Crosse.....	Albert Hardy.	Watertown	C. F. Viebahn.
Madison.....	S. Shaw.	Wausau	C. D. Abbey.

LIST OF COUNTY SUPERINTENDENTS.

COUNTIES.	In office in 1881.	In office in 1882.	Post-offices of the latter.
Adams	Jesse M. Higbee	C. A. Hamilton	Point Bluff.
Ashland	E. C. Smith	H. D. Weed	Ashland.
Barron	H. J. White	S. R. Finley	Prairie Farm.
Bayfield	O. Flanders	O. Flanders	Bayfield.
Brown	Minnie H. Kelleher	Geo. F. Steele	Depere.
Buffalo	J. C. Rathbun	L. Kessinger	Alma.
Burnett	E. M. Wilson	M. O. Satterlee	Anderson.
Calumet	W. B. Minaghan	W. B. Minaghan	Chilton.
Chippewa	C. D. Tillinghast	C. D. Tillinghast	Bloomer.
Clark	John S. Dore	L. A. Doolittle	Neillsville.
Columbia	Henry Neill	Zadock Merrill	Pardeeville.
Crawford	J. H. McDonald	J. H. McDonald	Eastman.
Dane, 1st Dist.	C. E. Buell	F. O. Burdick	Utica.
Dane, 2d Dist.	E. E. Fitz Gibbons.	H. J. Taylor	Black Earth.
Dodge	John T. Flavin	John T. Flavin	Watertown.
Door	Chris. Daniels	C. M. Smith	Sturgeon Bay.
Douglas	Irwin W. Gates	Irwin W. Gates	Superior.
Dunn	Florence Tickner	A. B. Finley	Menomonie.
Eau Claire	Agnes Hosford.	Bessie M. Reed	Eau Claire.
Fond du Lac	Ed. McLoughlin	Ed. McLoughlin	Eldorado Mills.
Grant	Charles L Harper	Charles L. Harper	Hazel Green.
Green	D. H. Morgan	D. H. Morgan	Albany.
Green Lake	A. W. Millard	A. W. Millard	Manchester.
Iowa	Wm. A. Jones	Rose Dowling	Arena.
Jackson	T. P. Marsh	T. P. Marsh	Sechlerville.
Jefferson	C. L Hubbs	C. L. Hubbs	Ft. Atkinson.
Juneau	W. G. Spence	W. E. Armstrong	Necedah.
Kenosha	Daniel A. Mahoney	Daniel A. Mahoney	Salem.
Kewaunee	W. H. Timlin	John Wattawa	Ahnapee.
La Crosse	C. S. Stockwell	A. O. Rhea	Holman.
La Fayette	C. G. Thomas	C. G. Thomas	Darlington.
Langlade	Geo. D. Ratcliffe	Geo. D. Ratcliffe	Antigo.
Lincoln	James Westcott	James Westcott	Merrill.
Manitowoc	John Na le	John Nagle	Manitowoc.
Marath n	Thomas Greene	Thomas Greene	Wausau.
Marinette	Henry C. Sibree	Henry C. Sibree	Peshtigo.
Marquette	R. G. O'Connor	Rich'd G. O'Connor	Montello.
Milw., 1st Dist.	James A. Ruan	John Reilley	Humboldt.
Milw., 2d Dist.	Geo. H. Fowler		
Monroe	A. F. Brandt	A. F. Brandt	Sparta.
Oconto	Hamilton Allan	Hamilton Allan	Oconto.
Outagamie	John A. Leith	John A. Leith	Mackville.
Ozaukee	W. F. Scott	W. F. Scott	Cedarburg.
Pepin	W. E. Barker	W. E. Barker	Pepin.
Pierce	Amos Rosenberger.	Amos Rosenberger.	Maiden Rock.
Polk	Henry B. Dyke	Henry B. Dike	Osceola Mills.
Portage	Andrew P. Een	Andrew P. Een	Amherst Junc.
Price	A. P. Moner	A. P. Moner	Ogema.
Racine	Charles A. Morse	Wm. G. Gittings	Racine.
Richland	David D. Parsons	W. S. Sweet	Richland Cent'r
Rock, 1st Dist.	John W. West	J. Boyd Jones	Evansville.
Rock, 2d Dist.	William Jones	William J nes	Clinton.
St. Croix	Betsey M. Clapp	Elizabeth Dwelley.	Hudson.
Sauk	James T. Lunn	James T. Lunn	Ironton.
Shawano	William Sommers	Edward E. Breed	Shawano.

LIST OF COUNTY SUPERINTENDENTS — continued.

COUNTIES.	In office in 1881.	In office in 1882.	Post-offices of the latter.
Sheboygan	B. R. Grogan.. ..	A. F. Warden.....	Plymouth.
Taylor	John B. Anderson..	O. N. Lee	Medford.
Trempealeau ..	Stephen Richmond.	W. J. Showers.....	Trempealeau.
Vernon.....	William Haughton.	William Haughton.	Viroqua.
Walworth	Wm. R. Taylor.....	Wm. R. Taylor	Whitewater.
Washington	James Finnegan...	James Finnegan...	West Bend.
Waukesha	John Howitt.....	John Howitt.....	Waukesha.
Waupaca.....	L. L. Wright.....	O. E. Wells.....	Manawa.
Waushara.....	James H. Tobin...	James H. Tobin...	Auroraville.
Winnebago	W. W. Kimball....	W. W. Kimball....	Eureka.
Wood	Charles N. Coon...	Edward Lynch	Grand Rapids.

APPRECIATION.

During the past year we have not troubled our readers with personal matters, nor have we taken up any space in the *Journal* with commendatory words from our subscribers. It seems fitting now, in view of the retirement of the present editors, to publish a few of the many cheering and appreciative expressions, volunteered by our patrons. We thank them, one and all.

"It is a valuable help to every teacher."

"It has been of great value to me, and I hope to subscribe for it again soon."

"I have been a reader of your JOURNAL for the past year and like it very much. Two of the numbers, May and August, have failed to reach me. Can you send them? I do not like to lose them as I intend to have the volume bound."

"Your JOURNAL always seems like an old friend. I do not think I should like to part with it — indeed I feel safe in saying to you that you will have my support as long as I am engaged in 'teaching the young idea how to shoot' in this State."

"I cannot understand how any teacher can afford to do without the JOURNAL. A single number, if properly considered, is worth the price of subscription."

"The JOURNAL proves to be all that it is recommended to be, and is a very useful teacher, criticiser, and adviser. It seems as if I could not do without it."

"I feel that I cannot dispense with the JOURNAL."

"I am one of the teachers of Kewaunee county, and think that the JOURNAL ought to be taken by every Wisconsin teacher."

"I find the JOURNAL one of the most interesting papers that a teacher can read."

"Your JOURNAL has been of great service to me."

"I find the JOURNAL a very valuable aid in teaching, and contend that no live teacher should be without it."

"I have received a great deal of benefit from the reading of the JOURNAL, and would scarcely know how to do without it."

"As a teacher I highly prize the information it contains."

"I think it a great helpmate in a school room."

A TRANSFORMATION.

POETRY OF RACINE.—Among Saturday's mail was the following beautiful, and evidently original, gem of poesy, which we print verbatim. The genius of Racine's youth demands recognition, and scope for development. The *Journal* will cheerfully do its part in bringing to the notice of the public such notable productions of poetic inspiration. *Please print:*

THE APPLE TREE.

1.

Close beside the stony wall,
Their is an apple-tree ever so tall.
Its dead leaves lie on the grass,
That rustle as you pass.

2.

The rooster near it crowing,
The river near it flowing,
With the boats there and here,
Their splashing of oars pleasant to hear.

3.

Under the tree small boys are seen,
Eating apples, although they are green.
The little girls swing on a swing,
Make the air with their voices ring.

4.

The little birds one, two, and three,
Singing in the branches of the tree,
With their eyes full of light,
They seem to look exceedingly bright.

Yours Truly,
A Mob of Boys.

P. S.— This piece we fellows got up, and we would be very pleased to find it in the *Daily Journal*, if you will be so kind and print it. Please don't get mad if you don't find out who we are.— *Racine Journal.*

Let us see how near the boys came to producing a fairly respectable poem.

THE APPLE-TREE.

I.

Close beside the crumbling wall
Stands an apple-tree broad and tall.
Its dead leaves lie on the withering grass
And softly rustle as the footsteps pass.

II.

Old Chanticleer is near it crowing,—
The river beneath is softly flowing,
With the pleasant sound of dipping oars
All along the echoing shores.

III.

Under the apple-tree boys are seen
Eating the apples, or ripe or green.
Mirth-loving girls in the dizzy swing
Make the air with their laughter ring.

IV.

Beautiful birds, one, two, and three,
Sing in the branches of the apple-tree;
Filled are their eyes with the joyous light
That makes the world and the birds so bright.

NEW PUBLICATIONS.

BOOKS RECEIVED.

SOME TOPICS IN ENGLISH GRAMMAR is the title of a small work by Arthur Hinds, late teacher of Grammar in the Westfield, Mass., State Normal School. It is an honest and fairly successful attempt to present the essentials of the subject, with judicious suggestions and helps, always discarding what is merely curious or remotely related and what is truly characteristic only of the foreign languages from which the English is largely derived. Address Prof. Arthur Hinds, Hempstead, L. I., N. Y.

ENGLISH IN SCHOOLS, A SERIES OF ESSAYS BY HENRY N. HUDSON. BOSTON. GINN, HEATH & CO. These essays were published at different times in he several volumes of the new *Annotated Shakespeare's Plays for School Use.*

Like all of Mr. Hudson's works, they are truly admirable, and the publishers have done teachers a real service in collecting them into such a handy and inviting little volume. We commend them most unreservedly to all our readers.

WORD-BUILDING. For the use of classes in etymology. By the late S. S. Haldeman. LL. D., of the University of Penn., and ex-president of the American Philological Association. Philadelphia. J. B. Lippincott & Co. This is a book of only 55 small pages, but it is the work of such a master as does nothing by halves. No teacher of the subject can afford to be without it.

THE LIFE OF AGRICOLA AND GERMANIA, by P. Cornelius Tacitus. One volume. Edited by William Francis Allen, A. M., University of Wisconsin. Ginn, Heath & Co., Boston, Mass. We believe these two works were first published separately by the editor, and were lately issued in the form before us. They are among the choicest Latin which any student reads in his regular course in school, and the writer of this remembers them as more delightful than any other Latin he read when a boy. The volume is in every way convenient, and the work of the editor may be relied on to the fullest. Such text-books make us wish we were a boy again with the old tasks once more before us.

WORKING DRAWINGS AND HOW TO MAKE AND USE THEM. Designed for schools and private learners. By Lewis M. Haupt, Professor Civil Engineering, University of Pennsylvania. Jas. M. Stoddard & Co., 727 Chestnut St., Philadelphia. The work is quite elementary, not going beyond straight lines and planes. It is intended largely as an aid to the teacher in testing the capacity of his pupil for the more advanced work involving curved lines and surfaces, etc. It seems to be well adapted to the end in view.

TREASURY OF GENERAL KNOWLEDGE. Part I. By Celia Doerner. Van Antwerp, Bragg & Co., Cincinnati and New York. This is a small work of 205 pages, the first 91 of which are given up to classified lists of questions which are answered in the remaining 114 pages. The headings and numberings are so arranged as to make the reference quite easy from one to the other, and the whole must be of great use to teachers in the public schools, who wish to make their general exercises valuable as well as interesting.

ENGLISH CLASSICS. For classes in English Literature, Reading, Grammar, etc. Edited by Eminent English Scholars. Published by Clark & Maynard, 734 Broadway, New York. Seventeen numbers in all have been issued in paper covers. 33 pages. One dozen copies for $1.20; 100 copies, $9. They embrace such works as The Phrophecy of Dante (canto I and II), Byron; Goldsmith's Deserted Village; The Cotter's Saturday Night, by Burns; The Fire Worshippers, by Moore, etc., with a sketch of each author and abundant prefatory and explanatory notes. Sample copy 10 cents. Send for one and examine it.

NOTES.

THE Clerk of the High School Board at Necedah, Juneau county, writes under date of the 2d inst., "Our school is doing finely under the supervision of John H. Boyle, the principal."

THE following persons were reported as the six best in spelling at the institute held for one week in Kewaunee county, beginning October 10: E. S. Burnett, John T. Scollard, Jacob Warrunck, John O'Hara, B. H. Murphy, C. J. Philip.

SUPT. LUNN sends these kindly words to the State Superintendent: "I think that your long and consistent efforts to establish the Course of Study for the Country Schools will receive more honor in the years to come than they now do, much though that be."

THE North Carolina *Educational Journal* says, in a recent number, referring to our circular on the Grading System for the Country Schools, "This pamphlet would deeply interest every one in our own State who is concerned in common school education."

IN the fall term of the Oshkosh Normal School the registration of pupils was as follows: Normal Course, 205; Preparatory, 48; Grammar, 85; Intermediate, 30; Primary, 29; Kindergarten, 46; — total, 443. Of this number 89 withdrew during the term to teach.

PROF. W. P. JONES, the educational editor of the *Inter Ocean*, Chicago, writes the State Superintendent thus: "Wisconsin leads the Western States in Normal education and school sanitation. I congratulate you on your administration of the Superintendency from first to last."

SUPT. JONES, of Iowa county, writes, "An encouragingly large number of the teachers of the county have been trying to work to your course of study for the common schools, and they report, in most cases, that, with a little more permanency in their employment, it would be a grand scheme for the schools."

PRIN. GEO. F. WELLS, of Arcadia, writes: "Our school this year has a full attendance, and is doing a good work. At the suggestion of Prof. J. B. Thayer, and with the concurrence of the school board, book-keeping was added to the course of study. This branch is very popular both with patrons and pupils."

Mr. E. HAUEISEN, of Waupun, write as follows: "Looking over the report of the State Superintendent for 1880, and reading about 'Kindergarten,' it occurs to me that it may not be amiss to state that I was acquainted with Mr. Froebel, the founder of it, and was born within eighteen miles of Rudolstadt, his place of residence."

SUPT. HAUGHTON, of Vernon county, says, "Many of our schools are this winter trying the Grading System. Our teachers are becoming interested in its working, and I hope to see its good results before spring opens. A copy of the circular, sent you with my special report, has been put into the hands of every teacher and every school board in the county."

A CORRESPONDENT writes, "Last Saturday, December 3d, the Educational Association of Sauk county met at Prairie du Sac. It was a success far above the average. Excellent papers were read on 'Teachers' Course of Reading,' 'Guides in Oral Teaching,' and 'Influence of Study Programme.' The County Superintendent, Jas. T. Lunn, gave good advice to his teachers."

THE State Superintendent has appointed A. F. Warden, editor of the *Reporter* at Plymouth, Sheboygan county, the Superintendent of Schools of that county for the remainder of the present term of office made vacant by the resignation of Prof. B. R. Grogan. Mr. Warden was elected last month to fill the office next term, and Prof. Grogan is now in charge of the public schools in the city of Sheboygan.

THIS is the way Prin. Hosea Barns attends to a little matter of business:

To the Patrons of the Public Schools of River Falls: You are respectfully requested to note the fact that monthly reports of the attendance, scholarship, and deportment of *all* pupils attending your schools were handed to said pupils for your inspection on Monday last. Attention given to these reports will be of great value to both teachers and pupils.— *Press.*

THE following aggregate additions have been made this year to the several educational funds:

Public School	$42 370.19
Normal School	27,792.65
State University	336.08
Agricultural College	4,608.95

MISS AGNES HOSFORD has recently written for publication a statement that for various reasons the number now seeking certificates is so much less than a few years ago that it is difficult to find enough qualified teachers to supply the schools. As a result she has been obliged to issue certificates to incompetent teachers in many cases. The cause is niggardly pay; the result miserable schools. Eau Claire county should make a better record than this. *La Crosse Chronicle.*

A SYSTEM of electric bells has been put up at the Normal School. The bells are so arranged that when you put your finger on the finger board they ring. There are six bells, one for each department, except the Normal, which has one in each of the halls. The programme clock in the Normal room strikes a signal and by pushing small buttons arranged on the platform the classes throughout the whole building are changed. This is a great improvement over the old system of ringing gongs, and facilitates the rapid movement of classes, saving much time.— *Grant Co. Witness.*

MISS SARAH A. STEWART, formerly principal of the Normal Department in the High School of Milwaukee, has been tendered the position of director of the kindergartens in connection with the public schools of the city. The salary of $1,500 a year has also been tendered her. While abroad in Europe the past year, Miss Stewart studied the features of the kindergarten in Germany. She is now in New York giving attention to the same work as performed there. It is expected that the kindergartens in Milwaukee will be opened in the spring.

ACCORDING to the Annual Report of the State Treasurer for 1881, the amounts of the different educational funds not invested, and therefore not drawing interest, on the 30th of September last, are as follows:

Public School	$152,568.87
Normal School	106,701.07
State University	81,353.82
Agricultural College	35,365.80
Total	$325,989.56

Last year the sum of these unproductive funds was $104,609.90, less than one third of the amount for this year.

MISS AGNES HOSFORD, Superintendent of Eau Claire county for the past six years, says, "I am now ready to return to the school room, if any position as teacher is ready for me; if not that, anything I have ability to do." We trust that she will not be compelled to wait long. Her most efficient services as County Superintendent and as Institute Conductor, and her former experience as teacher, have fitted her for a position of large skill and influence in our schools. She remarks further, "I shall leave the work with many pleasant memories — many things to be grateful for — not the least of which are the friendliness and encouragement which I have received from many whom I had long looked up to as educational leaders. Permit me to thank you for helpful, encouraging words."

A TEACHER who was refused a third grade certificate by a County Superintendent, had his examination papers sent to the State Superintendent for him to overrule the refusal. He has taught on former certificates four terms. The following words were spelled in the papers as given here: adress, dristrict, schollars, whos, possive case, governd, speach, nonimlnative case, River Fawls, St. Croy Lake, privlages, Fafayette, Grand (Grant), emties, manefacturing, admited, denomidator, payed, percent, firce (first), haveing, knolledge, interprise, Collumbus, Englished, wright (right), assasinated, wis (was), cilil (civil), nomber, shal, fifty four, a gainse, depts (debts), sitizen, seventysix, evry, play ground, an other, usefull, proplems, blackbord, a mount, loves (loaves), Chicargo, Artic, seperate, Dipthong,

PROF. THAYER, of the River Falls Normal school, informs us that his house is not able to fill half the orders sent in for teachers. So far as we can learn there are calls for at least one hundred teachers in the counties of Polk, Barron, St. Croix, Dunn, and Pierce, over and above the stock on hand. Other

employments must pay better than that of teaching; or it may be that the school officers are getting proud and stuck up and will not hire common scrub teachers.— *Richmond Republican.*

A little pride of the sort mentioned by the *Republican*, if duly indulged, will work a permanent good to the schools. If the demand is for good teachers and is persisted in, the result will be that good teachers will be forthcoming in due time. Let school officers get just as "proud and stuck up" as they will, if this is to be the effect.

UNDER date of November 28th, Miss Agnes Hosford writes, "I had hoped to leave the country schools more thoroughly organized under the Grading System. Still, a completion of work cannot be hoped for. Through you a grand work has been commenced in the State, by means of the circular on the Grading System for Country Schools. I think, with you, that the establishment of the course of study depends chiefly upon the action of the County Superintendents. If some of them whose interest and labors have been in this direction are on the retired list this fall, I sincerely hope that the incoming Superintendents will bring to their positions more than sufficient knowledge and interest to counterbalance any such loss."

SUPT. WEST, of Rock county, publishes in a recent number of the *Janesville Gazette* an interesting statement of his work the past year. We clip the the following from it: "On visiting the schools this summer, I found a number of teachers had graded their schools, and were working directly under the course; others had made no attempt at grading, (on account of small numbers, irregular attendance, &c.,) but were following directions set forth in the course, making it available so far as they were able; and still others, I am sorry to say, had not manifested interest enough to even read the circular. The last named, I am glad to say, were greatly in the minority, and justly deserve to be dropped from the ranks. In order to awaken a more lively interest and facilitate the introduction of the course, I requested the teachers of the most advanced schools to examine their pupils, thoroughly, once during the term for the express purpose of furnishing me with their examination papers which I promised to examine and report standing; these teachers were advised to be guided by the principles in the course, in the selection of their questions."

GOVERNOR SMITH has received from the Secretary of the Interior at Washington, approved lists showing the amount of indemnity lands to which the State of Wisconsin is entitled for swamp lands, belonging to the State, which have not been patented, as well as other lands belonging to the State, which have been sold by the General Government. The total number of acres of indemnity lands is 176,510, which are located in the following districts: Menasha, Wausau, Bayfield, La Crosse, Eau Claire, and St. Croix. The Government expects that by the time the claim has been fully adjusted, the State will receive 100,000 additional acres. The greater portion of the last-named

tracts will be selected by the State from Government lands to pay for swamp lands disposed of by the United States prior to March 3. 1857. The Government has, from time to time, sold 120,000 acres of swamp lands belonging to Wisconsin; and the amount received therefor, $130,000, will be paid into the treasury of the State. It is expected that fully 400,000 acres or their equivalent in cash will be secured before the close of the present fiscal year. One half of lands and funds secured from this source will accrue to the Normal Schools of the State.

SUPT. LUNN, of Sauk county, informs his teachers as follows: "At its last session, July, 1881, the Wisconsin Teachers' Association adopted and recommended "A Course of Reading for Wisconsin Teachers," as per schedule on reverse of this sheet. It is not claimed that this is the best selection possible, but that any *course* is usually far more profitable than promiscuous reading, on account of the mutual aid, criticism, and interest resulting when many persons pursue a common object. Most of the reading and study will have to be done at home singly and alone, but it is recommended that teachers, and others who wish, organize either as special reading circles or in connection with teachers' associations, to compare views and to discuss the several works of this course which covers more in *time* than it does in number of books, so that not even the hardest worked or the poorest teacher need be debarred therefrom by extent or cost. While it is desirable that each teacher should own the whole list in order to more thoroughly master the ideas, sentiments, incidents, and general character and intent of the several works, yet clubbing and lending are admissible, and a copy of each work will be in the Teachers' County Library."

THE *La Crosse Chronicle* also has the following items in regard to the public schools of that city:

Several recommendations were made, of which the most important were that rules two and seven be amended and rule eight be stricken out. The change in rule two was unanimously asked for by the principals, for the reason that it had a pernicious effect, inducing a sort of indirect lying on the part of teachers, parents, and children. The recommendation was adopted, and the rule now reads as follows:

* * * One half of the first Friday in each month may be granted as a half holiday to the schools having no tardiness for the preceding month.

The change in rule seven and the abolition of rule eight, on being put to vote, passed. The change substitutes six half days in four consecutive weeks for four half days in three weeks of absence as a cause of suspension, and also does away with the twenty-four hours' notice preliminary to suspension.

Permission was granted to substitute Jones's Latin reader for Harkness's, for new class to begin work after the holidays. In reply to a question, the superintendent said forty pupils were now studying Latin, and the new class would

be about twenty. Swinton's Word Analysis was also added to the list of text-books, as part of the English course in the first high school year.

The superintendent stated that after paying the bills audited at the meeting and the December salaries, there would still be about $550 in the school fund.

The superintendent was, on motion, authorized to order about $325 worth of apparatus for use of the high school.

The purchase of encyclopedias for the First and Fifth wards, was authorized.

THE *Janesville Gazette* has the following concerning the last Institute of the season just past:

The teachers' institute which closed its session at Clinton, Oct. 27, was in all respects entirely satisfactory to those who were in attendance upon it. Under Prof. Salisbury's management the exercises assumed at once a high degree of excellence, and their real value to the teachers present, became more and more apparent as the term approached its completion.

Three distinguishing characteristics signalized the work throughout and are deemed worthy of especial mention. First, the systematic method evinced in the presentation and treatment of every subject discussed; and second, the orderly and progressive manner with which every part of the work was seen to advance, step following step, and point succeeding point, with the regularity and percision of clock work; and third, the thorough drill, nothing being taken for granted, but all things tried, tested, and weighed, the cumbersome, unnecessary, and superfluous eliminated, the useful and practical emphasized and made plain.

Notwithstanding the unfavorable weather there were fifty-three teachers enrolled, with an average daily attendance of thirty.

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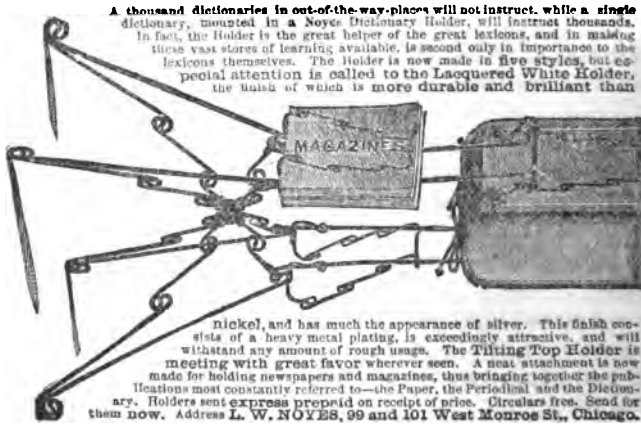

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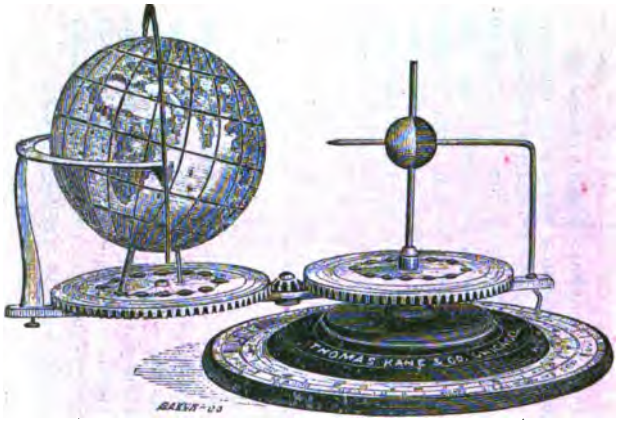

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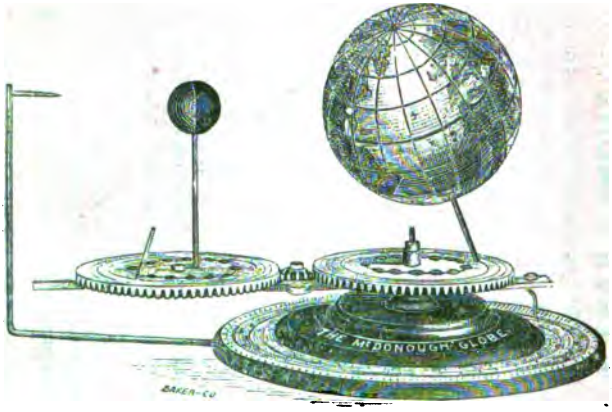

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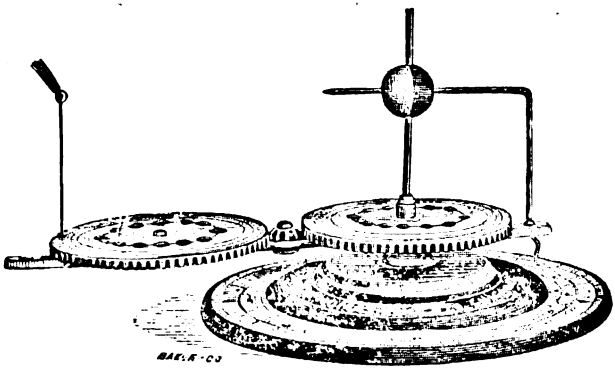

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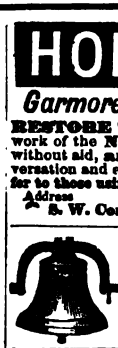

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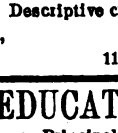

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